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ABSTRACT

This curriculum guide outlines a composition program for high school English and contains individual lesson plans divided by grade level from nine through twelve. The outline presents the specific areas of composition to be dealt with throughout the year, with individual lesson plans designed to aid the teacher in accomplishing stated objectives. The outline and lesson plans are structured sequentially, but no definite time limits on specific areas are stated, allowing the student to progress at his own rate. Suggestions are also included for instructional materials, although these are limited so that teachers can select materials as the students' needs are determined. (RB)

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FRESHMEN THROUGH SENIOR ENGLISH COMPOSITION CURRICULUM

ENGLISH DEPARTMENT

UPPER ST. CLAIR HIGH SCHOOL

1825 MC LAUGHLIN RUN ROAD

UPPER ST. CLAIR, PENNSYLVANIA 15241

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TO THE TEACHER:

The following composition program for Freshmen English is structured in two parts:

1. An outline
2. Individual Lesson plans

The outline presents the specific areas of the composition program for the entire freshmen year. The individual lesson plans are provided in order to aid the teacher in achieving each specific area in the outline. The lesson plans are structured in inductive form but are only SUGGESTED to the teacher. It is hoped that the teacher will utilize them as they are presented, but he is free to make any modifications if he so desires. In most cases, examples of materials and exercises are not included with the lesson plans. They are to be selected based on the individual teacher's choice. Where they are included, they are only suggestions.

The outline and lesson plans are structured sequentially. It would be advantageous to follow the sequence to aid uniform progress on the part of all students working on the program.

Due to individual differences in the students and in the teachers, no definite time limits on specific areas have been stated. The only goal is to achieve the major objective stated at the beginning of the outline. In order to successfully achieve that objective, all aspects of the program must be covered.

Generally, specific numbers of exercises to be completed in each area are not stated. The number is left to the discretion of the teacher based on his appraisal of his students' progress.

Areas on mechanics are also suggested. Items may be added or deleted at the teacher's discretion. Those areas suggested were based on the analysis of the compositional needs of the freshman if he is to achieve the major objective.

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Composition Curriculum - Ninth Grade

Major Objective:

The Student will write one unified and coherent argumentative paragraph.

Sequence of the Curriculum:

I. Lang. Unit - See Currulum Guide for Freshman English

II. Rationale for study of Composition

III. Introduce three types of writing:
- A. Narrative
- B. Descriptive
- C. Argumentative

} do most of - expository.

IV. Definition and Exercises with Argumentation
- A. Inductive Order
- B. Deductive Order (Note: Separate Lesson)
- C. Argument Exercises

V. Develop Definition of Argumentative Writing
- A. One Paragraph - (Example)
- B. Five Paragraphs - (Example)

VI. Structure of one Argumentative Paragraph
- A. Introduce and define parts of Argumentative Paragraph.
  1. Topic Sentence (definition)
  2. Supporting details (definition)
  3. Concluding sentence (definition)
- B. Outline of Argumentative Paragraph
  - I. Topic sentence: Subject Attitude
  - II. Supporting details: A - F
  - III. Concluding sentence: Subject Attitude

VII. Concentrated Development of Structure of Argumentative Paragraph.
- A. Topic Sentence: Definition
  1. Subject - Definition & Development
  2. Attitude - Definition & Development
  3. Outline - Subject & Attitude
- B. Supporting Details:
  1. Define Role of S.D.'s
  2. Extend outline to S.D.'s
  3. Illustrate S.D's using topic Sentences offered previously.
  4. Write Topic Sentence with outline of Supporting Details.

5. Introduce and define concept of Unity as it relates to Supporting Details.
    a. Relate concept to life (Motivation)
    b. Unity & Dis-unity defined
    c. Apply to Paragraph:
        i. Each S.D. must support Att. of T.S.
        ii. Consistent selection of S.D's -Examples or Facts.
        iii. Examples and Exercises

6. Introduce and define concept of Coherence as it relates to Supporting Details.
    a. Relate concept to Life (Motivation)
    b. Coherence & Incoherence (Defined)
    c. Apply to Paragraph
        i. Ordering of S.D.'s: Least to Most Important
        ii. Transitions: (Define & Illustrate Types:)
            1. Thought & Illustrate detail
                A. Key Words & Phrases
                B. Pronouns
            2. Connectives
        iii. Verbs (Tenses: Exercises with Topic Sentence and Supporting Details.)

C. Concluding Sentence:
    1. Define Role of Concluding Sentence in Argumentative Paragraph
        a. Summarize
        b. Restatement of Subject Attitude
    2. Extend outline to Concluding Sentence
    3. Exercises in Variety of Concluding Sentence.

Mechanics - Ninth Grade

. Person	Fragments (taught when they appear)
. Tense - Sequence	Run-ons (Comma Splice)(taught when they appear)
.Voice	.Pronoun - Antecedent
.Contractions	.Clear Reference
.Abbreviations	.Parallel Structure
.Wordchoice:	.Sentence Variety
slang	
Collog.	
Pompous	
Deadwood	Taught at teacher's discretion
Verbosity	
Cliche	

All of the above areas are included with specific lessons, except: Fragments
Run-ons
Word Choice
These may be presented according to the teacher's discretion.

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Composition Curriculum- Ninth Grade - Lesson Plans

Lesson One: "Introduce Three Types of Writing."

I. Objectives: After reading and inductive discussion:
- (A) The student will identify the function of three types of writing: Descriptive, Narrative, & Argumentative.
- (B) The student will define the three types of writing
- (C) The student will delineate differences in three types of writing
- (D) The student will label the three types of writing.

II. Materials: Three paragraphs exemplifying Narrative, Descriptive, and Argumentative. Writing without titles, labeled I, II, III.

III. Procedures:
- (A) Motivation:
  - (1) Have students read three excerpts of writing.
  - (2) Have students determine what each excerpt is doing through its structure and content.
- (B) Discussion:
  - (1) What is different about each of these three pieces of writing?
  - (2) What is similar?
  - (3) What does Excerpt One do? (Describe)
  - (4) What does Excerpt Two do? (Tell a story)
  - (5) What does Excerpt Three do?(Proves a point)
  - (6) How does each excerpt accomplish its objective?
    - (a.) Have students underline key words or phrases which indicate what each excerpt does.
      - -Descriptive - Adjectives
      - -Narrative - Verbs
      - -Argumentative - Facts
    - (b.) Ask students to relate what they have underlined and explain how they feel it proves what each excerpt is doing.
  - (7) Ask students if they know names for these three types of writing.
  - (8) Give students names: Narrative
    Descriptive
    Argumentative
  - (9) Ask students to frame definitions for each type .
  - (10) Give students definitions for each type:
    - (a) Descriptive: Writing which describes a scene, a person, or an object. "What does it look like" "Smell like & taste like" "Feel like"
    - (b) Narrative: Writing which tells a story. "What happened?" "When?"
    - (c) Argumentative: Writing which attempts to prove an argument. "What is he trying to prove?"

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(11) Tell students they will work with one of these for the next four years. Ask them which one they think it is an why?
(12) Tell them it will be Argumentative and they will find out why in the next lesson.
(13) The next lesson will be an introduction of Argumentation.
(14) Assign: Make at end of lesson: Have students define argument. What is an argument?

DESCRIPTIVE:

I

The very appearance of John Webber, in spite of physical peculiarities which struck one at first sight as strange, even a little startling, suggested qualities in him as solid and substantial as the houses that he built. Although he was slightly above the average height, he gave the impression of being shorter than he was. This came from a variety of causes, chief of which was a somewhat "bowed" formation of his body. There was something almost simian in his short legs, bowed slightly outward, his large, flat-looking feet, the powerful, barrel-like torso, and the tremendous gorilla-like length of his arms, whose huge paws dangled almost even with his knees. He had a thick, short neck that seemed to sink right down into the burly shoulders, and close sandy-reddish hair that grew down almost to the edges of his cheekbones and to just an inch or two above the eyes. He was getting bald even then, and there was a wide and hairless swathe right down the center of his skull. He had extremely thick and bushy eyebrows, and the trick of peering out from under them with the head outthrust in an attitude of intensely still attentiveness.

NARRATIVE:

II

It happened one day about noon. Going towards my boat, I was exceedingly surprised with the print of a man's naked foot on the shore, which was very plain to be seen in the sand. I stood like one thunderstruck, or as if I had seen an apparition. I listened, I looked around me, but I could hear nothing, nor see anything. I went up to a rising ground, to look further; I went up the shore and down the shore, but it was all one; I could see no other impression but that one. I went to it again to see if there were any more and to observe if it might not be my fancy; but there was no room for that, for there was exactly the print of a foot, toes, heel, and every part of a foot. How it came thither I knew not, nor could I in the least imagine; but, after innumerable fluttering thoughts, like a man perfectly confused and out of myself, I came home to my fortification, not feeling, as we say, the ground I went on, but terrified to the last degree, looking behind me at every two or three steps, mistaking every bush and tree, and fancying every stump at a distance to be a man. Nor is it possible to describe how many various shapes my affrighted imagination represented things to me in, how many wild ideas were found every moment in my fancy, and what strange unaccountable whimsies came into my thoughts by the way.

ARGUMENTATIVE:

III

Physically and psychically women are by far superior of men. The old chestnut about women being more emotional than men has been forever destroyed by the facts of two great wars. Women under blockade, heavy bombardment, concentration camp confinement, and similar rigors withstand them vastly more successfully than men. The psychiatric casualitites of civilian populations under such conditions are mostly masculine, and there are far more men in our mental hospitals than there are women. The steady hand at the helm is the hand that has practice rocking the cradle. Because of their greater size and weight, men are physically more powerful than women--which is not saying that they are stronger. A man of the same size and weight as a woman of comparable background and occupational status would probably not be any more powerful than a woman. As far as the constitutional strength is concerned, women are stronger than men. Many diseases from which men suffer can be shown to be largely influenced by their relation to the male Y-chromosome. More males die than females. Deaths from almost all causes are more frequent in males of all ages. Though women are more frequently ill than men, they recover from illnesses more easily and more frequently than men.

Lesson Two - Part One: "Definition and Exercises with Argumentation."

I. Objectives: After inductive discussion and exercises:
   (A) The student will define Argumentation: Function, Nature and Methods.
   (B) The student will define Inductive Order in Argumentation.
   (C) The student will define Deductive Order in Argumentation.
   (D) The student will identify Inductive Order and Deductive Order in specific arguments.

II. Materials: Examples of Arguments exemplifying inductive and deductive order.

III. Procedures: Review three types of writing--Des. Narr. Argu. Which will we use?
   (A) Motivation: Ask students following questions to have them define argumentation.
      (1) Do you argue?
      (2) When do you argue?
      (3) Why do you argue?
      (4) How do you argue? Impt.
      (5) Is it important that one be aware of how he argues? Why?
      (6) Even though we have discussed all of these areas, we have not defined argument. You were asked to define "Argument". What are your definitions?

(B) Discussion:

(1) Place students definitions on board or overhead and analyze with students.

(2) Define argumentation for students:
Argumentation: A scientific, objective analysis of a problem which results in one taking a position which he regards as valid and reasonable.

(3) Analysis Definition: Ask students to break definition into what they think are the most important points.
(a) Problem - You may have one or be given one.
(b) Analysis- Scientific & Objective
(c) Result - Position which is regarded as valid & reasonable.

(4) Now that you know what Argumentation is, is there a method or are their methods to prove arguments?

(5) What is/are these methods to prove Arguments?

(6) After students present their views, introduce inductive and deductive order as methods to prove arguments.

(7) Ask if students can define these.

(8) Inductive Order: Induct -means "to lead in" Lead reader from a succession of particular or specific statements to a general statement or conclusion at the end of the argument.

(9) Present example to illustrate for students.

(10) *Deductive Order: Deduct - means "to lead away from." Make a general statement at beginning of argument and follow it with a succession of particular or specific statements which prove the general statement, One ends argument with a restatement of the general statement made at the beginning. (Present Example)

* Note to Teacher: This is a variation on Deductive Order. The pure deductive order does not end with a restatement of the general idea. This variation has been suggested to influence students to think in the Introduction-Body-Conclusion progression.

(11) Ask student: We are going to use one of these two methods. Which one do you think and why?

(12) Tell students they will use deductive order because it is a more natural way of proving an argument. We all tend to state an argumentative position first and then prove it rather than the reverse, or the inductive order.

(13) Summarize Deductive Order (Re-define)

(C) Exercises: (Suggested for small group use)

(1) Give students written arguments to analyze for inductive or deductive order.

(2) Have students develop arguments utilizing deductive and inductive order to be analyzed by other students.

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Lesson Two: Part two: Development of Arguments Utilizing Deductive Order.

I. Objectives: After inductive discussion & exercises.

(A) Student will define argumentation.
(B) Student will define inductive and deductive order.
(C) Student will delineate method of developing Argumentative statements.
(D) Student will define need for the "proof" of an argument.
(E) Student will define need for valid proof of an argument.
(F) Student will delineate means of proving an argument using deductive order, specifically through facts and examples.
(G) Student will define need for developing proof of arguments deductively in order of importance from least to most important.
(H) Student will define method of developing concluding statements to arguments.
(I) Student will identify arguments developed deductively by facts or examples presented in order of least to most important and ending with a concluding statement.
(J) Student will analyze arguments for the above elements.
(K) Student will develop arguments in both written and oral form deductively, utilizing facts and examples and ordered from least to most important.
(L) Student will present arguments orally and in written form to be analyzed by students and analyzed by the teacher.

II. Materials: Examples of Arguments developed deductively by facts and examples plus examples showing development according to order of importance from least to most important.

III. Procedures:

(A) Review: Argumentation (Definition)
1. Inductive Order
2. Deductive Order

(B) Motivation:
(1) What makes you want to argue?
(2) How does one go about making you want to argue?
(3) What in a statement that someone makes, makes you want to argue?
(4) How do you make people argue? What do you do?

(C) Discussion:
(1) That "something" in a statement that makes you argue or makes others argue, we call an ATTITUDE.
(2) Attitude: A way of thinking, a feeling about an issue, idea, concept, etc.
(3) The issue, idea, etc. in an argument is called the SUBJECT.

(4)Subject: Topic or area you are considering in your argument.
(5)Therefore: What is an argumentative statement?
(6)Argumentative Statement: Consists of a subject and an attitude.
(7)Written examples for students to analyze.
(8)Have students write argumentative statements to be analyzed and evaluated by students & teacher.
(9)Now that you have an argumentative statement with a subject and an attitude, what do you do next? Prove it.
(10) What do we mean by proof? What do you prove in an argument? The Attitude of the statement.
(11) When we prove the attitude,we offer support for why we believe in that attitude.
(12) If a proof is reasonable or acceptable what do we term it? Valid -If it is not reasonable or acceptable? Invalid.
(13) How does one prove an argument validly? What kinds of support must he offer? Valid support which best can be obtained through the use of Facts and Examples.
(14) Why should we only use facts and examples? Why not more of our own opinions or our personal feelings? They are too personal; facts and examples are usually accepted by all people; opinions and feelings may not be.
(15) Exemplify arguments using facts and examples.
(16) Exemplify arguments using opinions or feelings.
(17) Have students analyze validity of two types of arguments, based on two differing types of proof.
(18) When you present your facts or examples, is there any method or way in which you should present them to help you prove your argument more solidly? How would you present them to prove your argument more effectively?
(19) You develop your arguments and present them in the order of importance from least important to most important.
(20) Exemplify using paragraphs organized from least to most important.
(21) Why do you think we would present them in that manner?
(22) "Once your argument has sounded the challenge, your reader's interest is probably at its highest pitch. He wants to see how you can prove so outrageous a thing; or to see what the evidence is for this thing he has always believed but never tested. Each step of the way into your proof, he is learning more of what you have to say.

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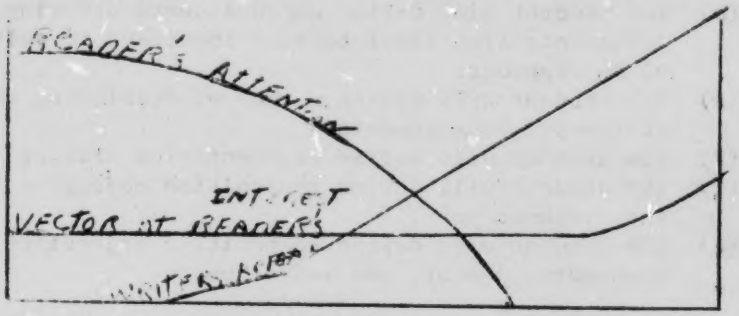
But, unfortunately, his interest may be relaxing as it becomes satisfied: the reader's normal line of attention is a progressive decline, arching down like a wintry graph. Against this decline you must oppose your forces, so that the vector of your reader's interest will continue at least on the horizontal, with no sag, and preferably with an upward swing.



This is the basic principle for organizing the proof of your argument. "Save your best until last. It is as simple as that." (Sheridan Baker, THE COMPLETE STYLIST, (1966), p.28.)

(23) Place diagram on board and explain.
(24) Now that you can prove an argument, how does one conclude an argument?
(25) Restate subject and Attitude in final statement.
(26) Why would one do this at the end of an argument?
(27) Exemplify through using arguments with concluding statements.
(28) Have students analyze
(29) Review in Summary: Development of:
  (a) Argumentative Statement
  (b) Development
  (c) Order of Importance
  (d) Conclusion

(D) Assign: Student work in groups or individually to work up arguments to be analyzed and evaluated by students and teacher.

Lesson Three: "Definition of Argumentative Writing."

I. Objectives: After inductive discussion:
- (A) The student will define argumentation.
- (B) The student will define method of developing Argumentative statements.
- (C) The student will define and delineate deductive order as a means to proving an argument.
- (D) The student will define and delineate ordering deductive statements from least to most important to solidify proof of an argument.
- (E) The student will define method of developing concluding statements to arguments.
- (F) The student will define argumentative writing
- (G) The student will define composition objective for freshmen year.
- (H) The student will define composition objectives for sophomore, junior, and senior years.

II. Materials: Geometric Diagram of one paragraph paper and of five paragraph paper without parts labelled.

III. Procedures:
- (A) Review:
  - (1) Argumentation (Definition)
  - (2) Method of developing argumentative statements
  - (3) Deductive Order of proof
  - (4) Presentation of deductive order from least to most important statements.
  - (5) Method of developing concluding statements.
- (B) Motivation:
  - (1) We know what argumentation is.
  - (2) With what kind of writing did we say we would work?
  - (3) What question did we say argumentative writing answers? 'What is he trying to prove?
  - (4) What then does argumentative writing do?
  - (5) What is its objective?
- (C) Discussion:
  - (1) Argumentative Writing: Writing which attempts to prove a point (Argument).
  - *(2) In your freshmen year you will have one objective: to write one unified, coherent argumentative paragraph. Don't worry about what "unified"and "coherent" mean now. We'll get to that later. All we want you to know is what your goal is this year.

* Note: The above is presented in answer to the question of what the students will be doing with Argumentative Writing.

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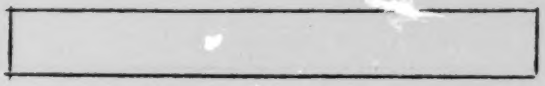
(3) Show students geometric diagram of one paragraph without parts labelled, and tell them that is the basic structure of a one paragraph paper. They will get names of parts in next lesson.

Diagram of one paragraph



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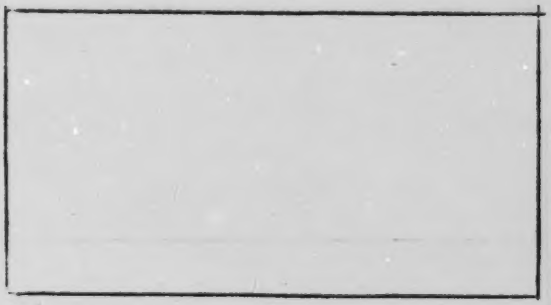

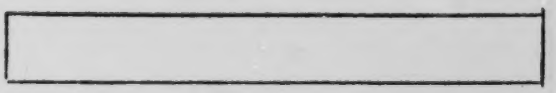

(4) In your sophomore, junior, and senior years you will have another objective: to write a unified, coherent five-paragraph paper.

(5) Show students geometric diagram of five paragraph paper without parts labelled, and tell them that is the basic structure of a five-paragraph paper. They will get names of parts in your sophomore year.

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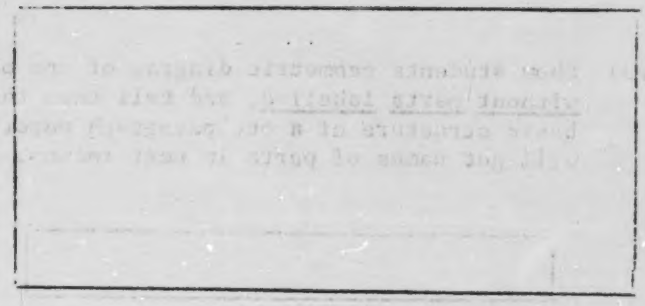
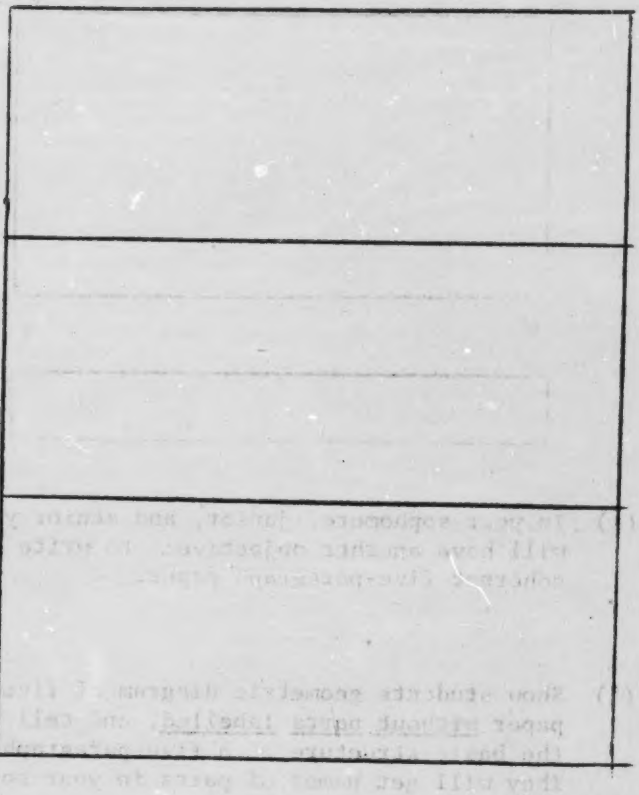


Diagram of five paragraph paper.



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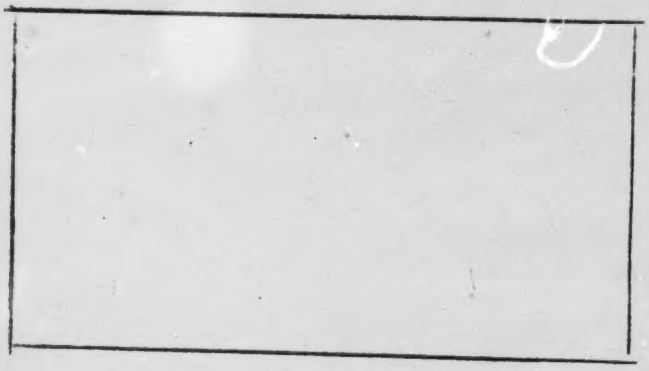

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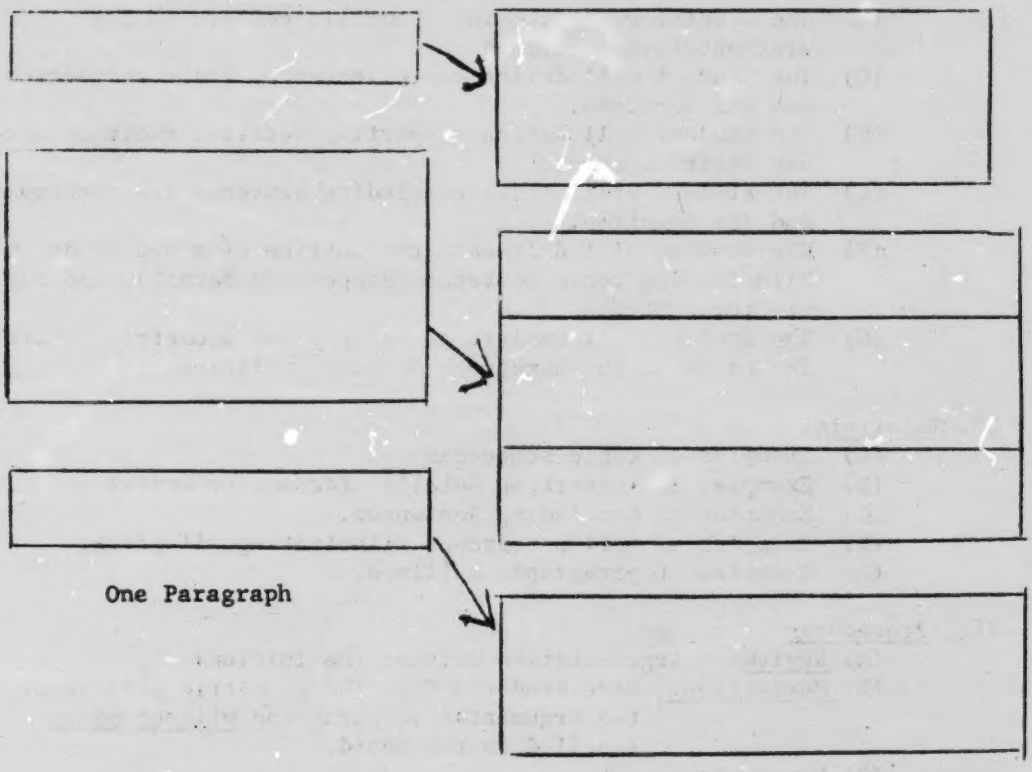
(6) The important point is that the five paragraph paper develops from the one that you will work on this year.
(7) Show how one paragraph expands into the five:



One Paragraph

Five Paragraph

(8) Some of you may evan be writing five paragraph papers before the year ends.
(9) In the next lesson, we will consider the specific structure of this one paragraph of argumentative writing.
(10) No assignment.

Lesson Four: "Structure of One Argumentative Paragraph"

I. Objectives: After inductive discussion:
- (A) The student will define argumentative writing.
- (B) The student will draw the geometric pattern of one argumentative paragraph.
- (C) The student will define topic sentence, its construction and its function.
- (D) The student will define supporting details, their construction, and their function.
- (E) The student will define concluding sentence its construction and its function.
- (F) The student will delineate the outline of a one paragraph paper illustrating topic sentence, supporting details, and concluding sentence.
- (G) The student will analyze paragraphs for geometric pattern, and for parts of the paragraph through outlining.

II. Materials:
- (A) Examples of topic sentences
- (B) Examples of supporting details (deductive order)
- (C) Examples of Concluding Sentences.
- (D) Examples of full paragraphs illustrating all parts.
- (E) Examples of paragraphs outlined.

III. Procedures:
- (A) Review: Argumentative Writing (Definition)
- (B) Motivation: Have students draw the geometric pattern of the argumentative paragraph without parts labelled on the board.
- (C) Discussion:
  - (1) Now that we know the geometric pattern of an argumentative paragraph, let's define exactly what an argumentative paragraph is. What is it?
  - (2) Ask students: What do you think it is? Why is it so important?
  - (3) Importance: Analogy: To what could we compare the paragraph to show its importance. Compare to the foundation of a house
  - (4) Have students analyze analogy:
    Foundation = One paragraph
    Building = Five paragraphs
  - (5) Argumentative Paragraph: A connected series of sentences which present an Argumentative Statement, its proof, and a conclusion to the argument.
    Give students definition after analyzing theirs.
  - (6) Now that we know what an argumentative paragraph is, let's label the parts and find out what they do.
  - (7) Refer to the geometric diagram: What do we call the first part? Topic sentence.

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(8) What does the topic sentence do? Have students look at paragraph definition for the answer. It presents the argument.

(9) Does a topic sentence have any component parts. What are they? Think of the parts of an argumentative statement. What are they? Subject and attitude.

(10) The topic sentence, also, has a subject and an attitude. They function the same as in the argumentative statement.

Subject: The topic: issue, idea, under consideration.

Attitude: The way the writer feels about his subject.

(11) Illustrate with examples.

(12) What is the second part of the paragraph? Supporting Details

(13) What do S.D's do? If the topic sentence presents the argument, what must the S.D.'s do? They prove the argument.

(14) The supporting details are the proof of the topic sentence.

(15) What specifically in the Topic Sentence do the supporting details prove? The Attitude; just as in an argument.

(16) Illustrate using examples.

(17) Remember from the argument, of what is the proof made? Examples. or Facts

(18) Supporting details are also made from facts and examples.

(19) In the argument, also, is the proof presented in any way?

(20) The proof in an argument is presented deductively from general to specific and in order of importance from least to most important .

(21) Supporting details are also presented deductively from general to specific and in order of importance from least to most important.

(22) Now that we know what S.D's do, and how they are presented, one final important point remains: How many Supporting Details should there be in an argumentative paragraph. THREE

(23) Why the number three for supporting details. Later, if you remember, these three will be developed into the three "middle"or body paragraphs in the five paragraph paper. So, you see, we're already following the order of the five paragraph paper.

(24) Illustrate using supporting details and body paragraphs to show parallels.

(25) Finally, what would the final part of the paragraph be called? Remember from the structure of the argument? Concluding Sentence

(26) What does the Concluding Sentence do? Remember from the argument - Restates the subject and the attitude; it summarizes.

(27) Illustrate with examples.

(28) In order to visualize the structure more easily, we can outline the paragraph and illustrate its parts through the outline.

(29) From its parts, how many subdivisions will the paragraph outline have? Three I
II
III

(30) What will they be labelled? Topic sentence =I
Supporting Details =II
Concluding Sentence =III

(31) Would there be any subdivisions under these divisions? Yes.

(32) What will they be?

(33)
I - Topic Sentence
A. Subject
B. Attitude

II -Supporting Details
A. Facts or Examples (deductively from general to specific in order of importance.)
B. Facts or Examples " " "
C. Facts or Examples " " "

III.Concluding Sentence
A. Restate Subject
B. Restate Attitude

(34) Summarize: Definition of Argumentative Paragraph
Parts and Function
Outline

(35) Throughout the entire discussion, does any number keep recurring? Number THREE

(36) Why does number three seem to be so important?

(37) Discussion of three as symbolic number plus others if teacher desires - All above from 35 -37 is optional discussion

(38) Analyze sample paragraphs for parts and outlines

(39) Next Lesson: Begin writing topic sentences

(40) Assign: Optional - paragraphs to analyze & outline.

Lesson Five: "Concentrated Development of Structure of the Argumentative Paragraph: Topic Sentence"

I. Objectives: After inductive discussion:
- (A) The student will define the function of the Topic Sentence.
- (B) The student will define the structure of the Topic Sentence.
- (C) The student will delineate the outline of the Topic Sentence.
- (D) The student will analyze topic sentences for function, structure, and outlining.
- (E) The student will write topic sentences illustrating the topic sentence's function, structure, and outline form.

II. Materials:
- (A) Examples of topic sentences illustrating subject and attitude.
- (B) Overhead might be effective here for illustration.

III. Procedures:
- (A) Motivation: Write a topic sentence on the board. Don't tell students it is a topic sentence.
- (B) Review:
  - (1) What did we call the first part of the argumentative paragraph.
  - (2) What does it do?
  - (3) What are the parts of a topic sentence
  - (4) What is the function of the parts?
  - (5) What is the outline of a topic sentence?
  - (6) Application of above through analysis of sample topic sentences.
- (C) Discussion:
  - (1) At their seats have each student write a topic sentence on a sheet of paper.
  - (2) Have the student outline his topic sentence also, listing subject and attitude.
  - (3) Collect topic sentences and outlines.
  - (4) With a Student leader: Have sentences and outlines placed on an overhead to be analyzed by students led by student leader.
  - (5) Analyze for: subject and attitude plus correct outline form illustrating subject and attitude.
  - (6) Summarize: Definition and function of Topic Sentence
    Structure of Topic Sentence
    Outline of Topic Sentence
  - (7) Assign: Have each student write and outline ten topic sentences for a composition grade.
  - (8) When topic sentences are corrected, hand back to students and have lesson on
    Mechanics: Person
    Contractions
    Abbreviations

NOTE:
- (9) In treating the above, it is suggested that the following areas be considered:

(a) Introduce person, contractions, and abbreviations as considerations pertaining to the formal aspect of Argumentative writing.
(b) Person: Write all paragraphs in third person.
Contractions: Eliminate in argu. writing. Stress such forms as he's, that's they're, etc. Students use them unconsciously.
(c) Abbreviations: None, except for abbreviations such as Mr. Mrs., etc.

Don't Apologize - Rationale for writing in third person:

"In my opinion," the beginner will write repeatedly, until he seems to be saying "It is only my opinion, after all, so it can't be worth much." He has failed to realize that his whole essay represents his opinion —— of what the truth of the matter is. Don't make your essay a letter to Diary, or to Mother, or to Teacher, a confidential report of what happened to you last night as you agonized upon a certain question. "To me, Robert Frost is a great poet"——this is really writing about yourself. You are only confessing private convictions. To find the"public reasons" often requires notmore than a trick of grammar: a shift from "To me, Robert Frost is. . .". to "Robert Frost is . . . ," from "I thought the book was good" to "The book is good," from you and your room last night to your subject and what it is. The grammatical shift represents a whole change of viewpoint, a shift from self to subject. You become the man of reason, showing the reader around firmly, politely, and persuasively.

Once you have effaced yourself from your thesis, once you have erased to me and in my opinion and all such signs of amateur terror, you may later let yourself back into the essay for emphasis or graciousness: "Mr. Watson errs, I think, precisely at this point." You can thus ease your most tentative or violent assertions, and show that you are polite and sensible, reasonable sure of your position but aware of the possibility of error. Again: the man of reason. But it is better to omit the "I" altogether than to write a junior autobiography of your discoveries and doubts.

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Lesson Six - Part One: "Concentrated. Development of Structure of the Argumentative Paragraph: Supporting Details."

I Objectives: After inductive discussion:
- (A) The student will define the function of Supporting Details.
- (B) The student will define the structure of the Supporting Details.
- (C) The student will delineate the outline of the Supporting Details.
- (D) The student will analyze supporting details for function, struture and outlining.
- (E) The student will write supporting details and outline supporting details substantiating Topic Sentences written in the previous lesson.

II. Materials:
- (A) Examples of Supporting Details which illustrate support of topic sentence.
- (B) Assign. Sheet for lesson.

III. Procedures:
- (A) Motivation: If the topic sentence presents the argument, what do the supporting details do?
- (B) Review:
  - (1) If the supporting details prove the topic sentence, what specifically in the topic sentence do they prove?
  - (2) Of what is this proof composed.
  - (3) Are these facts or examples presented in any way?
  - (4) How many of these facts or examples are necessary?
  - (5) How would they be outlined- In sentence form.
- (C) Discussions
  - (1) Break class into small groups (10)
  - (2) Assign each group a topic sentence from that lesson.
  - (3) Have each group develop three supporting details from general to specific and from least to most important to prove the attitude of the topic sentence.
  - (4) Have each group leader present his group's work on the overhead to be analyzed by the other groups.
  - (5) Summarize: Function of Supporting Details
    Structure of Supporting Details.
    Outline of Supporting Details.
  - (6) Assign: Take ten topic sentences from last assign and develop three supporting details for each one to be submitted as an assignment for a composition grade.
  - (7) Remind students that rules still apply to supporting details which they learned about
    Topic sentence: Person
    Contractions
    Abbreviations

Lesson Six-Part Two: "Unity and the Supporting Details."

I. Objectives: After inductive discussion:
- (A) The student will define the concept of unity, first, as it relates to life and second as it relates to the supporting details of an argumentative paragraph.
- (B) The student will define the concept of dis-unity, first as it relates to life and second as it relates to the supporting details of an argumentative paragraph.
- (C) The student will delineate the causes of disunity in life and in the supporting details of the argumentative paragraph.
- (D) The student will analyze supporting details for unity and disunity.
- (E) The student will write supporting details which are unified.

II. Materials:
- (A) Examples of unified and disunified supporting details with topic sentences.
- (B) Assignment sheet for lesson.

III. Procedures:
- (A) Motivation: Define Unity and Dis-unity as it relates to life.
  - (1) I'm going to mention some items. Think what each of these items must do to be successful. School, Football Team, Band, Class
  - (2) What must they do? Work together.
  - (3) What do you mean by "Work together."
  - (4) When they are working together, we say they have a certain quality. What do you think that quality is? What is it called? Unity.
  - (5) What does Unity or Unified mean?
  - (6) Unity: Something is functioning as a whole or as one. All of the individuals contribute to the whole.
  - (7) Ask for other examples of unity in life.
  - (8) Do all of these things always have unity? No.
  - (9) When something is not working as a whole or as one, we say it is what? Dis-unified or has the quality of Dis-unity.
  - (10) In life what specifically causes dis-unity
  - (11) Use some of the examples mentioned.
- (B) Discussion: Apply Unity & Dis-unity to supporting Details of paragraph.
  - (1) Now that you know what unity and dis-unity are, let's apply them to the argumentative paragraph.
  - (2) How do you think unity applies to the argumentative paragraph?
  - (3) To what part of the paragraph does it apply?

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(4) How does it apply to the supporting details?
They must <u>all</u> help prove the <u>attitude</u>.

(5) Why must they <u>all</u> support the attitude?
In proving an argument, one needs total support for his argument.

(6) If they are <u>all</u> not supporting the attitude, we would say they are Dis-unified.

(7) What causes dis-unity in supporting details?
- (a) Poor topic sentence - Attitude is not clear.
- (b) Illogical thinking (Emotionalism)
- (c) Padding - Poor Knowledge of subject
- (d) Poor parallelism of support - Mixing facts & Examples.

(8) How do we avoid dis-unity?
- (a) Have attitude clearly stated
- (b) Think clearly (No emotionalism)
- (c) Know topic (No Padding)
- (d) Parallel support (all facts or all examples)
- (e) Outline Supporting Details - Makes them clearer.

(9) Analyze supporting details for unity and dis-unity. Locate cause of dis-unity. Correct dis-unity.

(10) Assign: Write a topic sentence and three supporting details which are unified plus an outline of the Topic sentence and the details. To be submitted for a comp. grade.

(11) Note: A lesson on parallel structure might be presented to illustrate Unity within the sentence.

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Lesson Six - Part Three: "Coherence and the Supporting Details"

I. Objectives: After inductive discussion:

(A) The student will define the concept of coherence, first, as it relates to life and second as it relates to the supporting details of an argumentative paragraph.

(B) The student will define the concept of incoherence first, as it relates to life and second, as it relates to the supporting details of an argumentative paragraph.

(C) The student will delineate the causes of incoherence first as it relates to life and second as it relates to the supporting details of an argumentative paragraph.

(D) The student will define methods of correcting and avoiding incoherence, specifically, through thought and illustrative detail, connectives and verb tense.

(E) The student will analyze supporting details for coherence and incoherence.

II. Materials: Examples of coherent and incoherent supporting details.

III. Procedures:

(A) Motivation:

(1) Unfortunately, one of your best friends was critically injured with brain damage in an automobile accident. You go to see him at the hospital. You try to talk to him, but you can't understand his replies because they aren't making any sense. How would you describe his speech? It is incoherent.

(2) What do you mean by "incoherent?' The things he said didn't make sense because they weren't in any understandable arrangement. (Remember the idea of understandable arrangement. That's very important.)

(3) If he spoke normally, and we understood him, we would say his speech was? Coherent. His speech would have been in an understandable order.

(4) Can you think of other examples of coherence and incoherence in life?

(5) Can we, now, define these two terms generally?

(a) Coherence: The logical arranging of a process.

(b) Incoherence: The illogical arranging of a process.

(B) Discussion: Apply concept to paragraph.

(1) How would the concept of coherence apply to the paragraph?

(2) To what part of the paragraph would coherence apply? For now, to the Supporting Details, but later to the entire paragraph.

(3) How would it apply to the S.D's? They must be arranged in a certain way.

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(4) Before we talk about the way in which they must be (ordered) arranged, maybe we ought to get a general definition of coherence which will apply to the entire paragraph and to the supporting details in particular. Coherence: When the sentences and supporting details are carefully arranged so that the reader can follow the train of thought from sentence to sentence and from detail to detail.

(5) How did we say we would arrange the supporting details in an argumentative paragraph? Least to most important.

(6) Why order them that way? Deductive Order: general to specific and Psychologically, to prove an argument, one places his strongest point at the end of his argument where he wants to "clinch" his argument.

(7) Arranging Supporting Details from least to most important is one way of achieving coherence. The reader can see how the arrangement provides a logical structure to the argument.

(8) Another way of achieving coherence is through the use of Transitions.

(9) What does the word transition mean generally? If I said, " He made the transition from middle school to high school," What would I mean? He made the change from one to another.

(10) This idea of making a change from one thing to another is important in defining transition.

(11) A further example might be your entire schooling process. How did you make transitions or changes in your education? Transition from home to Kindergarten to Elementary to Middle School to High School to College to professional world. Emphasize idea of making changes here.

(12) How, then, does the idea of transition or change apply to the argu. paragraph and specifically to the supporting details?

(13) Transition helps you make the change from supporting detail to supporting detail smoothly.

(14) Let's analyze transition and S.D.'s as an analogy: Your S.D.'s are "islands of thought!" The transitions are the "bridges" which get you from one "island" to another, from one S.D. to another.

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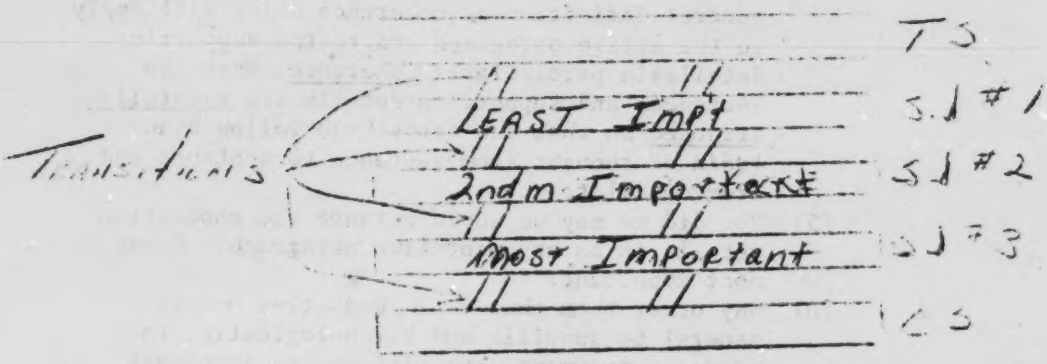
(15) Diagram of paragraph illustrating concept for students:



(16) In addition to providing "bridges" over the "islands" of the supporting details, the transitions also provide "bridges" between the topic sentence and the supporting details and between the concluding sentence and the supporting details.

(17) Thus, throughout the paragraph we have these "bridges" working. Really, what they do, as in the definition of coherence, is to Link all of the ideas in your paragraph and help them prove the attitude (or argument) in your topic sentence.

(18) Now that we have discovered what transitions are and what they do, you may want to know ~~exactly~~ specifically what they are.

(19) Generally, transitions take two major forms:
   (a) Thought or illustrative detail.
   (b) Connectives.

(20) Also, the category "Thought and illustrative detail" can be devided into two additional sub-divisions:
   (a) Key words and phrases
   (b) Pronouns

(21) All of the above will help you to achieve coherence in your paragraphs. We'll take an indepth Look at each one of the areas in separate lessons.

(22) Finally, there is one additional way to achieve coherence in the argu. paragraph: Through Consistent Verb Tense. We'll also get to that later.

(23) Review: Summarize coherence generally.
   (a) Arrangement
   (b) Transitions

(24) Exercises -Analyze sample paragraphs for coherence.

(25) No Assigrment Present transitions in the next lessons.

Lesson Six - Part Four: "Coherence through Thought and Illustrative Detail".

I. Objectives: After inductive discussion:
   (A) The student will define coherence and its relationship to the argumentative paragraph.
   (B) The student will define means of achieving coherence in the argumentative paragraph, specifically, through thought and illustrative detail.
   (C) The student will write a unified, coherent paragraph utilizing the technique of thought and illustrative detail.

II. Materials: Examples of paragraphs illustrating the above techniques of coherence.

III. Procedures:
   (A) Review:
)1) Define Concept of Coherence
      (2) Methods of Achieving Coherence:
         (a) Arrangement -Least to most important
         (b) Transitions: Thought and Illustrative Details
            - Key words and phrases
            - Pronouns
            Connectives

   (B)

   Motivation:
      (1) What was the analogy we used in defining what transitions do? "Bridge" between "islands" of thought in paragraph.
      (2) Where do these "bridges " occur in the paragraph.
         (a) Between Topic Sentence and Supporting Details
         (b) Between Supporting Details
         (C) Between Concluding Sentence and Supporting Details.

   (C) Discussion:
      (1) Today, we're going to begin working with these "bridges" as they function in the supporting details.
      (2) We'll consider, today, the area of transitions called "thought and illustrative detail," only we'll leave Key words, phrases, and pronouns for another lesson.
      (3) In your paragraphs supporting details, how many "islands" of thought do you have? Three- Each Supporting Detail is an island.
      (4) What does each S.D. do? Support attitude in the topic sentence through specific facts or examples.
      (5) Now, the big question is: How thoroughly does each of the three supporting details support the attitude of the topic sentence?
      (6) Do you think that in only three sentences, one for each S.D., you can thoroughly show how your S.D.'s prove your attitude? No! You need more than just three sentences. You need to further explain how each S. D. proves the attitude.
      (7) This further explaining or proving is what we call thought or illustrative detail.

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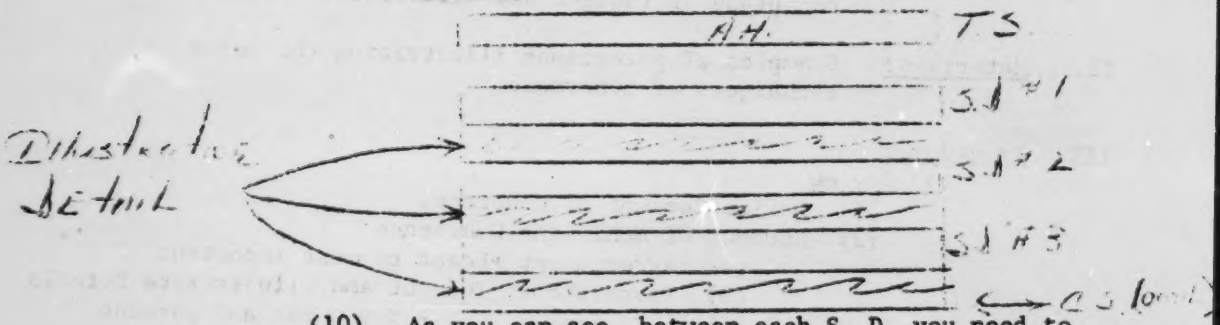
(8) In your argu. paragraph, this further explaining, using illustrative detail, will take the form of one or two additional sentences between each S.D. which will further prove or explain how the S.D. proves the attitude of the topic sentence. These sentences will be composed of your ideas. They will show your reader how strongly you intend to prove your argument.

(9) Use diagram to exemplify use of illustrative Detail.



(10) As you can see, between each S. D. you need to show, further, in the form of one or two sentences HOW that S.D. proves the attitude of the topic sentence.

(11) We said one or two sentences. After which S.D. would you be more apt to use two sentences of illustrative detail? After the third.

(12) Why after the third? It is your most important point and you want to make it most specific so it will prove your attitude in the most thorough manner.

(13) Where might you only have one sentence of illustration or detail? After the first S.D.

(14) Why only one after the first S.D.? It is least important. You have to be specific, but not as specific as the third S.D.

(15) How about between the second and third S.D.'s? One or two; whichever you think is necessary.

(16) There will not be more than two sentences of illustrative detail between each S.D. in a one paragraph paper.

(17) Illustrate through examples.

(18) Now, do you think you should use sentences of illustration between your topic sentence and your first supporting detail? No!

(19) Why not? Your topic sentence should state your argument (attitude) so clearly that you should immediately go into your first S.D. to begin proving your argument.

(20) Review: Summarize function and form of illustrative detail

(21) Assign: Paragraph in which students use illustrative detail between Supporting Details.

Lesson Six - Part Five: "Coherence through Key Words, Phrases, and through Pronouns".

I. Objectives: After inductive discussion:

(A) The student will define the technique of thought and illustrative detail as a means to achieving coherence in the Argumentative paragraph.

(B) The student will define means of achieving coherence in the argu. paragraph, specifically, through transitional techniques of words, phrases, and pronouns.

(C) The student will write a unified, coherent argumentative paragraph incorporating transitional devices of Key words, phrases, and pronouns.

II. Materials: Examples of paragraphs with and without the above transitional devices.

III. Procedures:

(A) Review: Technique of thought and illustrative detail.
1. function
2. form.

(B) Motivation: Now that we have used thought and illustrative detail to explain the supporting details as they prove the attitude, what were the other two sub-divisions of that area?
Key Words and phrases and pronouns.

(C) Discussions: (Key Words & Phrases)

(1) Notice that we say these words and phrases are "Key " words and phrases. Why call them "Key"?

(2) Why are they important?

(3) What's the most important thing in your paragraph? Attitude.

(4) Now, why are these Key words important? They must Relate to the attitude.

(5) How do they relate to the attitude?

(6) Give students paragraph with Key words and phrases.

(7) Have students underline all key words and phrases they find which relate to the attitude in some way.

(8) After underlining, pull out all Key words and phrases and write them on the board.

(9) Have student read the paragraph aloud without the Key words and phrases. They should see how "Choppy" it will read.

(10) Ask students what value these words and phrases have in the paragraph. What do they do? They link or help relate everything to the attitude of the paragraph.

(11) That is the student's objective: To link and relate everything in the paragraph to the attitude of his paragraph. These words provide this relationship within the paragraph.

(12) They will be found throughout the paragraph, but where are they most likely to occur?
In the supporting details

(13) Also, what are they sub-divisions of? Illustrative Detail; Therefore they will occur there also.

(14) Why would it be logical for them to occur there?
The illustrative details are showing how the S.D.'s are proving the attitude; therefore these phrases and words should be used to tie the illustrative details to the S.D.'s and to tie both to the attitude in the topic sentence.

(15) Have students analyze one or two additional paragraphs for the same area.

(D) Discussion: Pronouns

(1) Give students a paragraph in which the ideas are ambiguously presented because of the lack of pronouns or the incorrect use of pronouns as transitional devices.

(2) Have students read paragraph and analyze what is wrong with the paragraphs.

(3) Have students correct these areas of the paragraph to make it clear.

(4) Ask students what they are doing in correcting the paragraph. They are linking the ideas together more clearly.

(5) Ask them how that helps coherence? More solidly and smoothly presents their argument.

(6) Ask them what part of speech they are using to link these ideas together.

(7) Have students make a list of pronouns which can be used to link ideas:

He	This	who	most
they	that	whom	several
them	these	few	all of them
it	those	many	

(8) Regarding personal pronouns, as students what person they are - Third.

(9) Review rule that all writing is in third person.

(10) The teacher may also work with the following areas at this point:
Correct use of pronouns
Pronoun - Antecedent Agreement
Clear reference

(11) Exercises with paragraphs in which students isolate these areas.

(12) Assign: Write Composition incorporating illustrative detail with Key words, phrases, and pronouns.

Lesson Six - Part Six: "Coherence and Connectives"

I. Objectives: After inductive discussion:
   (A) The student will define the technique of coherence which utilitzes Key words, phrases, and pronouns.
   (B) The student will define connectives as a transitional device.
   (C) The student will analyze paragraphs with transitionsl devices: illustrative detail, key words, phrases, pronouns, and connectives.
   (D) The student will write one unified and coherent argumentative paragraph incorporating the above transitional devices.

II. Materials: List of Connectives for Argumentative Writing.
   Paragraphs correctly incorporating these connectives.

III. Procedures:
   (A) Review: Transitional Devices
      1. Key words and phrases
      2. Pronouns
   (B) Motivation:
      (1) Today we'll consider another transitional device. They are called Connectives/
      (2) Fron their name, what must they do? Connect.
      (3) Connect what? The ideas in the paragraph.
      (4) But, we said Key words and phrases linked ideas also. What do these connect?
   (C) Discussion:
      (1) These connect the topic sentence to the Supporting Details, The Supporting Details to the Supporting Details, and the Supporting Details to the Concluding Sentence.
      (2) Why should these be connected? These are the major divisions of the paragraph and they present the major ideas; thus, they, too, must be linked together coherently.
      (3) The other transitional devices we have studied deal primarily with the S.D.'s. These deal with the ENTIRE paragraph.
      (4) How do we connect these major divisions?
      (5) First, we must determine the type of writing we are doing. What kind are we doing? Argumentative.
      (6) Argumentative writing utilizes certain kinds of connectives that one would need to prove an argument.
      (7) In order to better see how we use these connectives, and to better see what types we need, Let's look at a diagram:

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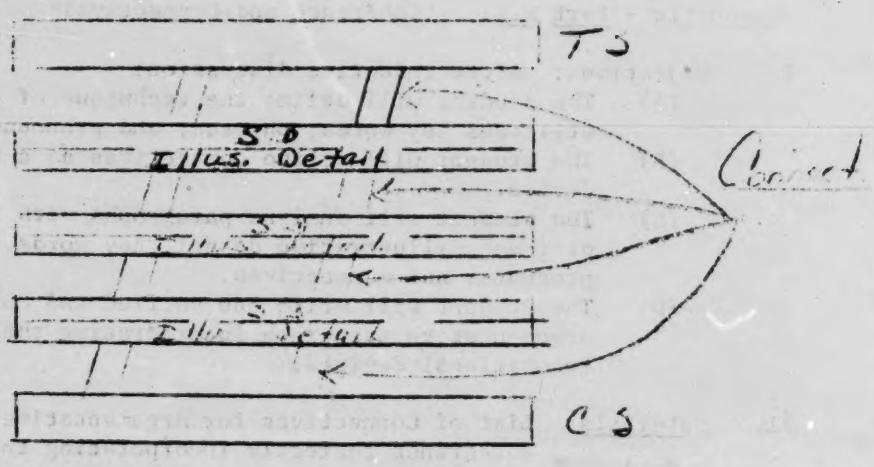
Diagram:



(8) To digress for a moment, notice that the S.D.'s are now presented with the illustrative details. They are now to be coupled together. Why? The illustrative details are further explaining the attitude of the T.S.

(9) Back to the connectives, where do you think they will be necessary. Remember the major divisions of the paragraph. Necessary in four places.

(10) Give students a list of connectives they may use in Argumentative writing.

(11) Now that we know what they do and where they go, let's see what kinds of connectives we may use in these places.

(12) Between your T.S. and your first S.D. you are primarily doing what? Introducing your proof.

(13) From the list, what connectives might you use?

(14) Between your S.D's what should you stress? Their order and their importance.

(15) What connectives, then, could you use between the first and second and the second and third S.D's?

(16) Finally, what connectives should you use between your third S.D. and the Concluding Sentence? Ones which show conclusion.

(17) Which connectives might you use to show conclusion?

(18) Have students analyze paragraphs' illustrating these connectives.

Note: The teacher should also devote lessons to Coordination and Subordination of ideas, emphasizing the following areas:

1. Coordination: Addition
   Contrast
   Choice
   Result
2. Subordination: Adverb Clauses
   Time
   Cause or Reason
   Purpose or Result
   Condition
   Adjective Clauses
3. Correcting Faulty Coordination

(23) Assign: Students write a paragraph utilizing all devices of Unity and Coherence covered to date.

* Connectives for Argumentative Writing:

accordingly	first	likewise	therefore
again	for example	moreover	thus
also	for instance	nevertheless	to sum up
although	further	next	finally
another	furthermore	on the contrary	in conclusion
as a result	hence	on the other hand	whereas
at the same time	here	opposite to	on the whole
besides	if this be true	otherwise	
consequently	in addition	second	
equally important	in fact	similarly	
finally	in short		

	Transitions		Uses
(1)	and or, nor also moreover	furthermore indeed in fact first, second...	You are adding something. And can be a good sentence-opener, when used with care.
(2)	for instance for example for one thing	similarly likewise	Again you are adding, and illustrating or expanding your point.
(3)	therefore thus so and so hence consequently	finally on the whole all in all in other words in short	You are adding up consequences, summarizing minor points to emphasize a major point.
(4)	frequently occasionally in particular in general	specifically especially usually	You are adding a qualifying point or illustration.

Transitions (continued)			Uses (continued)
(5)	of course no doubt doubtless	to be sure granted (that) certainly	Now you are conceding a point to the opposition, or recognizing a point just off your main line.
(6)	but however yet on the contrary	not at all surely no	Now you are reversing or deflecting the line of thought, usually back to your own side.
(7)	still nevertheless notwithstanding		Again you return the thought to your own side after a concession.
(8)	although though whereas		You are attaching a concession to one of your points. Do not use while for whereas; while means "during the time that."
(9)	because since for		You are connecting a reason to an assertion.
(10)	if provided in case	unless lest when	You qualify and restrict a more general idea.
(11)	as if as though even if		You glance at tentative or hypothetical conditions that strengthen and clarify your point.
(12)	this that these those who whom he she	it they all of them few many most several	These relative and demonstrative words (adjectives and pronouns) tie things together, pointing back as they carry the reference ahead. But be sure there can be no mistaking the specific word to which each refers.

You may add to these pages considerably, and you should. You should also use them economically, vary them, and avoid switching your argument back and forth so frequently that you spoil your paragraph's coherence. The more various the transitional tags at your command, the more flexible your resources. Keep an eye open for unusual ones. A rare contrariwise, mind you, or egad may give you just the right turn of humor or irony. And think what you might do, perhaps once in a lifetime, with ODSBODIKINS! But remember, these tags may easily become wordy. Make them work, or retire them with your revising pencil.

Lesson Six - Part Seven: "Coherence and Verb Tense"

I. Objectives: After inductive discussion:
- (A) The Student will define the technique of Connectives to achieve Coherence.
- (B) The student will define Sequence of Verb Tenses.
- (C) The student will define the use of correct sequence of verb tenses as a means to achieve coherence in the argumentative paragraph.
- (D) The student will analyze paragraphs with incorrect sequence of verb tenses.
- (E) The student will analyze paragraphs with correct sequence of verb tenses.
- (F) The student will write a unified and coherent paragraph incorporating all transitional devices.

II. Materials: Paragraphs illustrating incorrect verb tense and correct Verb tense.

III. Procedures:
- (A) Review: Connectives
  1. Function
  2. Form
- (B) Motivation:
  - (1) Give students a paragraph in which the verb tenses are mixed.
  - (2) Ask students what is wrong with the paragraph.
  - (3) Have students correct error.
- (C) Discussion:
  - (1) What is the error called? Incorrect Sequence of tenses.
  - (2) How does one avoid the error? Write paragraphs in only one tense.
  - (3) What is that called? Sequence of Tenses.
  - (4) Which tenses might one use for the argu. paragraph? Past or Present.
  - (5) Which would be more effective for an argumentative paragraph? Present Tense.
  - (6) Why the Present Tense: More immediate, stresses the the idea at once.
  - (7) Exercises with sentences and paragraphs with incorrect sequence.
  - (8) Assign: Write a paragraph in present tense.

Note: A lesson on "Voice" should be presented here.

Lesson Seven - Part One: "Concentrated Development of the Argumentative Paragraph:
Concluding Sentence"

I. Objectives: After inductive discussion and exercises:
(A) The student will define the function of the Concluding Sentence.
(B) The student will define the structure of the concluding sentence.
(C) The student will delineate the outline of the concluding sentence.
(D) The student will analyze concluding sentences for function, structure, and outline:
(E) The student will write concluding sentences illustrating the concluding sentence's function, structure, and outline form.
(F) The student will outline argumentative paragraphs.

II. Materials:
(A) Examples of Concluding Sentence's illustrating structure.
(B) Students' paragraphs.

III. Procedures:
(A) Motivation:
(1) After we present the proof for our argument, what must we then provide? a conclusion.
(2) Why is a conclusion necessary?
(3) That conclusion comes in the form of what? Concluding Sentence
(B) Discussion:
(1) Obviously, what must a Concluding Sentence do? Conclude, Summarize.
(2) What does it summarize? Argument.
(3) Does it summarize any specific part of the argument?
(4) What specific part of the argument do you think it would summarize? With what would you want to leave your reader? The point of your argument. What you were trying to prove.
(5) What presented the point you were trying to prove? The Topic Sentence.
(6) What in the T.S. presented your "point?" the attitude.
(7) Therefore, what should the C.S. summarize? the attitude.
(8) Only the attitude? Your attitude toward what? the subject.
(9) Thus, the C.S. will summarize the subject and attitude of the paragraph
(10) Give students examples of C.S.'s and have them identify the parts of the C.S.
(11) If you were to outline the C.S., how would it look.?

III. Concluding Sentence
A. Summary of Subject
B. Summary of Attitude.

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(12) Thus, the C.S. has how many parts? Two.
(13) What are they?
(14) How should an outline for the Entire paragraph look now after we have considered all of these areas?

I. Topic Sentence
   A. Subject
   B. Attitude

II. Supporting Details
   A. One
      1
      or Illustrative detail
      2
   B. Two
      1
      or
      2
   C Three
      1
      &
      2

III. Concluding Sentence
   A. Summarize Subject
   B. Summarize Attitude

(15) One other important point to remember. How do we introduce the C.S. to keep it coherent with the third S.D. and with the rest of the paragraph? With a connective.
(16) What are the connectives going to show? Summary or Conclusion
(17) What are some connectives we might use?

Thus	To sum up
Finally	In summation
In conclusion	Therefore
In summary	To conclude

(18) Assign:
   (1) Take examples of students' paragraphs written to date
   (2) Type them on dittoes without the Concluding Sentences.
   (3) Give students paragraphs on dittoes.
   (4) Have students write concluding sentences to paragraphs. If their paragraph appears on the sheet they are not to write a C.S. to it.
   (5) Also, have the students outline the paragraphs to tally, including the C.S. they have written.

Lesson Seven - Part Two: "Sentence Variety: The entire paragraph with emphasis on the Concluding Sentence."

Note: The presentation of this lesson is left to the teacher's discretion. He might consider the following areas:

I. Sentences:
   A. Simple
      1. Loose
      2. Periodic
   B. Compound
   C. Complex

II. Interest and Emphasis
   A. Appositives
   B. Single-Word Modifiers
   C. Phrase Modifiers
   D. Clause Modifiers

SOPHOMORE ENGLISH COMPOSITION CURRICULUM

ENGLISH DEPARTMENT

UPPER ST. CLAIR HIGH SCHOOL

1825 MC LAUGHLIN RUN ROAD

UPPER ST. CLAIR, PENNSYLVANIA 15241

JUNE, 1971

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TO THE TEACHER:

The following packet on composition, directed to Sophomore instruction, contains two parts:

1. An outline
2. Individual lesson plans

The outline divides the curriculum into four units: Introduction of Types of Writing, Rationale for Study of Composition, Introduction of Five Paragraph Composition, and Concentrated Development of Five Paragraph Composition. This outline presents Sophomore composition sequentially by teaching units and can serve as an overview of the thirty-six week curriculum. It would be advantageous to follow the sequence to aid uniform progress on the part of all students working on the program.

The individual lesson plans follow the organized units directed in the outline. Each unit is coupled with a lesson plan or divided into as many as 13 lessons depending on necessary mastery of skills. Most of the lesson plans, for example, fall in the unit Concentrated Development of the Five Paragraph Composition.

Each lesson plan offers objectives, materials, procedures and assignment; and in most cases, a note of clarification for the teacher. The objectives are the only goals in this program. In order to successfully achieve the major objective at the beginning of the outline and the individual objectives for each lesson, all aspects of the program must be covered.

The procedures are structured inductively with specified materials and exercises. These procedures, however, are suggested methods of achieving the objectives for the student. It is hoped that the teacher will follow them, but he is free to make any modifications in them when confronting variables.

In several lesson plans number output and time allocations are suggested. If these directives are respected, for example, each sophomore will write a minimum of 33 thesis paragraphs, 15 completed outlines, and 3 fully composed five paragraph papers. Again, these directives are merely suggestions and might undergo modification with individual teacher or student.

Mechanics are left to the individual teacher. Such composition faults as: slang, contractions, cliches sentence fragments, etc., should be handled as demand arises with individual student or classes.

Composition Curriculum - Tenth Grade

Major Objective: The student will write one unified, coherent argumentative five paragraph paper.

Sequence of Curriculum:

I. Rationale for study of Composition

II. Introduction of three types of Writing

III. Introduction of Five Paragraph Paper
- A. Review of Argumentative Paragraph
  - 1. Structure - Outline
  - 2. Unity
  - 3. Coherence
- B. Introduction of Development of Five Paragraph Composition
  - 1. Structure
  - 2. Unity
  - 3. Coherence

IV. Concentrated Development of Five Paragraph Composition
- A. Thesis Paragraph
  - 1. Deductive Order
  - 2. Thesis Statement
  - 3. Introduction
- B. Body
  - 1. Introduction
  - 2. Development of Outline
  - 3. Unity
    - a. Relevant Proofs
    - b. Parallel Proofs
    - c. Supports for Proofs - Outline Reinforcement of Unity
  - 4. Coherence
    - a. Introduction
    - b. Arrangement of Body Paragraphs
    - c. Pronoun Coherence
    - d. Verb Coherence
    - e. Mechanical Connectives
      - 1. Within Body
      - 2. Between Body Paragraphs
    - f. Repetition of Key Word and Phrases
      - 1. Subject and Attitude
      - 2. Author and Works
      - 3. Variety
- C. Conclusion

I. Rationale for Study of Composition
Individual Teacher Lesson Plan: Objectives
Materials
Procedures

II. Review Threee Types of Writing

OBJECTIVES:
A. The student will identify the function of three types of writing: Descriptive; Narrative; Argumentative.
B. The student will define the three types of writing.
C. The students will delineate differences in three types of writing.
D. The student will identify the three types of writing.

MATERIALS: Three paragraphs exemplifying Narrative, Descriptive, and Arumentative Writing.

PROCEDURE:
A. Motivation: Although Sophomore, are you familiar with elective program?
What are differences between Core A's and Core B's?
Write list of some Core B's an board:
Speech
Drama
Cinema
Literary Criticism
a. Creative Writing
b. Advanced Comp.
English Comp.
General Comp.

B. Discussion: 1. What are differences that dictate two types of writing electives?
a. Creative Writing: What does title of course indicate?
What type of writing would you anticipate in this course? (descriptive, narrative)
Distribute example paragraphs for description & narration to be read by student.
Have student identify each by purpose and Key words-
description - adjectives; adverbs
narration - verbs
b. Comp. Courses: What does title suggest?-all types of comp. Is title misleading? Since description and narration covered in Creative Writing, What's left? (argumentation)
Distribute example paragraph for argumentation to be read by students.
Have students identify purpose of the paragraph (persuade)
Have students identify Key words of paragraph (facts, details)
2. Why three courses for argumentation when only one for narration and description? (more practical)

NOTE: TO TEACHER
GO TO NEXT LESSON IMMEDIATELY

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III. Introduction of Five Paragraph Arugmentative Composition

A. Review of Argumentative Paragraph

LESSON PLAN

Objectives: Student will -

1. delineate composition objective of Freshman year.
2. list and define function of structural elements of argumentative paragraph: Topic Sentence; Body (support details), Conclusion Sentence.
3. identify topic sentence, supporting details, and concluding sentence in given argumentative paragraph.
4. write an outline form for an argumentative paragraph
5. define fuction of unity in terms of an argumentative paragraph
6. delineate the unity in a given argumentative paragraph as related to its supporting details.
7. define function of coherence in terms of a given argumentative paragraph.
8. identify the coherence elements in a given argumentative paragraph: Order of Importance, Verb tense and Voice, Pronoun reference, mechanical connectives, repetition of Key words and phrases.

MATERIALS: Example argumentative paragraph

Brenda Acerni surpasses excellence in painting. To begin with, Brenda's reputation as an accomplished artist rests not only on winning first place in America's Grand Gallery Show, but also on her top ranking in Europe's World Art Show last year. Besides actually painting, Brenda further cements her expertise as an art judge in five national art contests. Finally, Brenda unquestionably demonstrates her real knowledge of art in weekly columns she contributes as Art Director for Scripp-Howard publications. Brenda's diversified experience and lauds in the art world testify to her true talent.

PROCEDURE:

1. Motivation - Give students example paragraph to read.
   Whattypes of writing? (argumentative)
   Why? Purpose of paragraph (persuade)
   Does this paragraph meet the Freshman objective for composition (Yes) Why? What is objective for Freshman comp? (Write one unified, coherent argumentative paragraph)

2. Discussion: Let's take closer look at this paragraph and see if it really meets Freshman objective.

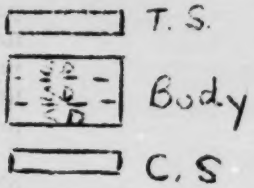
a. What was basic structure of any argumentative paragraph? (Topic sentence, Body-3 supporting details, Concluding Sentence)
Identify 3 structures in example paragraph.

1. What does a topic sentence contain? (Subject & Attitude)
What is subject and attitude of this paragraph?
What do subject and attitude do? (present argument)
Where should topic sentence appear in an argumentative paragraph? (First) Why? (Deductive order for argumentation)
What is deductive order? (general to specific)

2. What comes next in argumentative paragraph? (3 supporting details)
What do these supporting details do? (prove argument)
Of what are supporting details composed? (facts and examples)
What are three supporting details in this paragraph.
Do they prove our argument?
Are they factual? Give examples?
How are supporting details arranged in any argumentative paragraph? (Order of importance: least to most)
But paragraph is ordered deductively; how do these two arrangements work together? (Least important support is also least specific; most important is most specific)
Are our three supports arranged by order of importance? (yes) How do you know this? (Clue words - "further," "unquestionably")

3. What does concluding sentence do? (summarizes subject & attitude)
Does our concluding sentence summarize Subject and attitude?
Where does concluding sentence come in - any argumentative paragraph? (at end)
Doesn't this violate deductive order (Yes!- this is variation allowed in one paragraph argumentation)

If you had to write a diagram demonstrating structure of an argumentative paragraph, What would it look like?



How would you convert this into a paragraph outline?

I. Topic Sentence
   A. Subject
   B. Attitude
II. Body
   A. Supporting Detail
   B. Supporting Detail
   C. Supporting Detail
III. Concluding Sentence
   A. Restated Subject
   B. Restated Attitude

Can we put our paragraph into this outline? (Yes) Let's do it.

Structurally, does this argumentative paragraph met Freshman objective?(Yes)

b. Is structure only element of good composition? What else, from Freshman objective, must be mastered? (Unity & Coherence)

Let's look at unity first.

What is unity? In terms of argumentative paragraph?

To what part of paragraph does unity apply? (Supporting details) How does it apply to these? (Each support must be related to subject and attitude to prove argument)

What are our three supporting details again? Do they each relate to subject and attitude? (Yes) How?

In terms of unity, does this argumentative paragraph met Freshman objective? (Yes)

C. What's left? (Coherence)
What is coherence? In terms of argumentative paragraph? What are some methods of cohering paragraph:
How does order of importance cohere paragraph?
How do verb tense and voice cohere paragraph?
How do pronound cohere work?
How do mechaaical connectors cohere work?
How does repetition of Key words and phrases cohere work?
(NOTE: TO TEACHER - check Freshman curriculum on Coherence)
Does our paragraph respect these coherents?(Yes)
Trace 5 coherents through paragraph.
In terms of coherence, does this paragraph met Freshman objective? (Yes)

d. Therefore, the example paragraph met Freshman objective by respecting three major concerns of good argumentative writing. What were they? (Structure, Unity, Coherence)
Now you're Sophomores: What do ypu think this years objective will be? Same? (No)
What? (write unified, coherent five paragraph composition)
Not that difficult - merely extension of structure, unity, coherence.

e. Assignment: Write one paragraph argumentation on a given subject. (NOTE TO TEACHER - You provide subject)

NOTE: TO TEACHER

Go to next lesson immediately.

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III. Introduction of Five Paragraph Argumentative Composition.

B. Introduction of Development of 5 Paragraph Composition

LESSON PLAN

Objectives: Student will -

1. List and define function of three major concerns of argumentative composition: Structure, Unity, and Coherence.
2. Identify paragraph as development unit for a 5 paragraph composition.
3. Compare the function of a topic sentence in a one paragraph argumentation to that of a thesis paragraph in a 5 paragraph argumentative composition.
4. Compare the function of 3 supporting details in an argumentative paragraph to that of 3 proof paragraphs in a 5 paragraph composition.
5. Compare the function of the concluding sentence in an argumentative paragraph to that of the concluding paragraph in a 5 paragraph composition.
6. Identify an outline form for a 5 paragraph composition.
7. Define function of unity in terms of a 5 paragraph composition.
8. Define function of coherence in terms of a 5 paragraph composition.

Materials:

1. Diagram on transparency showing evolution of one paragraph argument to a five paragraph argument.
2. Diagram on transparency showing evolution of one paragraph outline to a five paragraph outline.

Procedure:

1. Motivation What were three major concerns of any argumentative composition? (Structure, Unity, Coherence)
   How, to this point, have you been exposed to these three concerns? (argumentative paragraph)
   What will be your next exposure to structure, unity and coherence in argumentation?
   (5 paragraph composition)
   Involves merely extending concerns; very easy when handled slowly; it will take us entire year to master these three concerns with 5 paragraph composition. Today a overview of entire year.

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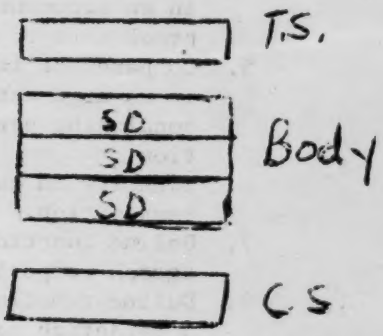
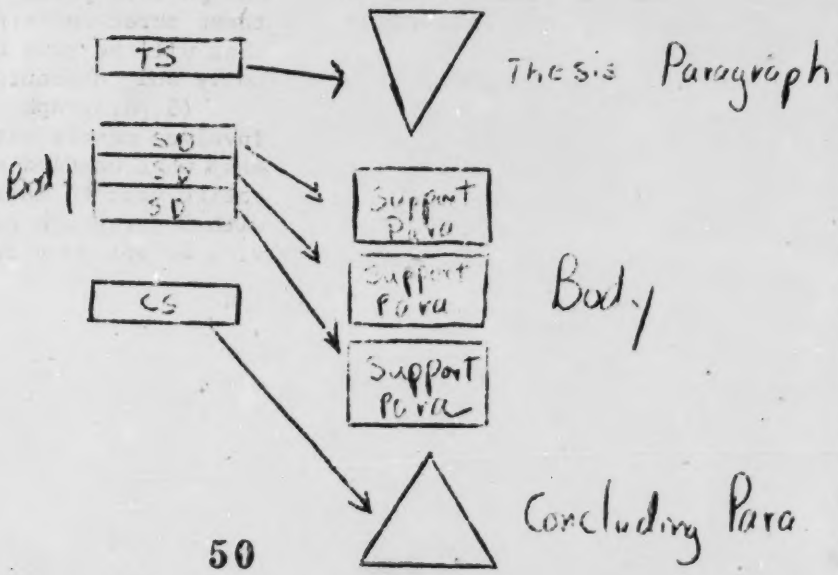
2. Discussion:
   a. What concern was handled first in the argumentative paragraph? (Structure)
   We'll begin there, also, for 5 paragraph.
   Remember, structure of five paragraph merely extension of one paragraph. What were three structural parts of one paragraph?
   (Put on overhead T.S.
   Body
   C.S.)
   Diagram of these three structures we decided yesterday looked like this:



(Put on overhead)
What was development unit for the structure in an argumentative paragraph? (Sentence)
Since structure of 5 paragraph composition is an extension of this, what would be development unit for this kind of composition? (paragraph)
In other words, the structure remains the same, but diagram would have to be altered to allow for the extended development. The diagram of the structure (when compared to an argumentative paragraph) of a 5 paragraph composition would look like this:



b. Structure the same; now concerned with paragraph development instead of sentence. Structure will take 27 weeks to complete. Each part will be introduced and practiced separately, adding part to part as we go. The outline form will serve as collecting grounds for individual parts.
What did outline look like for one paragraph? (Put outline for argumentative paragraph on overhead)
Five paragraph outline, again, an extension. (Put outline on overhead beside one paragraph outline:)

I. Thesis
II. Body
A. 1.
2.
a.
b.
3. c.
B. 1.
2.
a.
b.
3. c.
C. 1.
2.
a.
b.
c.
3.
III. Conclusion (Compare two outlines to show extension.)

c. What is next concern of argumentative writing you went to as Freshman? (Unity)
Again, same function in 5 paragraph as one paragraph. What is function?
Do you see any needed extension of unity when moving from one paragraph to 5 paragraphs? (Yes)
Look at outline - how many compositions do we really have here that need to be unified? (4)
What are they? (Each body paragraph is like mini-comp.; like small comp. in larger one. Each of these 3 body paragraphs must be unified - same as Freshman composition)
What new concern with unity need we consider? (Unity <u>between</u> the 5 paragraphs)
In other words, unity has been extended, also, to cover 4'wholes'. What are they again?
(1. first body paragraph
2. second body paragraph
3. third body paragraph
4. entire 5 paragraphs)

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d. What is last concern? (cohernece)
Again, same function & methods as paragraph.
What is function? What are methods?
Follows same extension as unity: What do I mean?
(Each body paragraph must cohere; the entire five paragraphs must cohere)

e. It will take 27 weeks to complete what have been projected in this overview. Begin tomorrow with structure.

NOTE: TO TEACHER

GO TO NEXT LESSON IMMEDIATELY

IV. Concentrated Development of Five Paragraph Composition

A. Thesis Paragraph

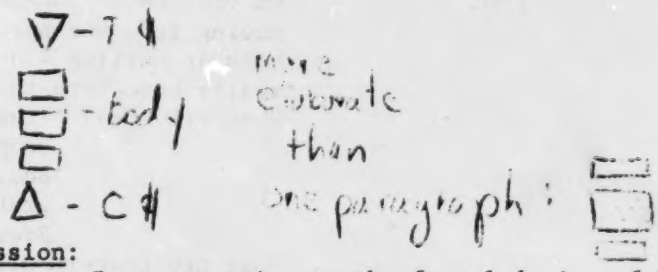
LESSON I: Deductive Order

Objectives:
1. Student will define deductive order
2. Student will write a series of sentences in deductive order.
3. Student will identify deductive order in one paragraph composition
4. Student will identify difference between pure deductive order and the variation used in one paragraph compositions.

Materials: Two sets of sentences to be ordered deductively.

Procedure:

1. Motivation: Geometric design of entire 5 paragraph composition on board.



2. Discussion:

a. Draw attention to the funnel design of Thesis Paragraph

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b. What ordering process is usually associated with this inverted triangle? (deductive)
What is deductive ordering? (general to specific)
Examples:

Elementary - Year fruit
Apples Best
Fall Apples Freshest
McIntosh Fall Apples
Juciest

More Sophisticate -
Literature relects the times.
Renaissance literature reflects 16th century concern with classical ideals
Elizabethian drama relects 16th century concern with Classical humanism
William Shakespeare's Julius Caesar relects the classical concern with humanistic philosophy as demonstrated through Brutus.

c. Give students a group of 5 sentences randomly listed - have students, as a group, arrange them deductively from general to specific. (See attached note to teacher)
d. Give students another set of related sentences; have them arrange this set deductively individually at desk - discuss results when all students have finished. (See attached note to teacher)
e. Is this ordering new to you? (No - all Paragraph last year)
f. What is major differnece between what we worked with today and Freshman paragraph? (Conclusion)
Conclusion statement dropped in thesis we have it in concluding paragraph - pure deductive order.

NOTE: TO TEACHER
Example Supplements for Teacher--
Procedure: 2. Discussion "c'
(3) Some writers, however, allow for this human failing and establish rules for their art.
(1) As a mimicking animal, man ~~grooples~~ gropes for well-designed guidelines in most of what he attempts.
(5) As evidenced of the value of this composition theory, Poe faithfully adheres to this approach in his short stories of horror.

(2) Authors often ignore a plea for such guidelines when composing their works.
(4) Edgar Allan Poe, for example, deliberately outlines methods of achieving totality in short stories.

Procedure: 2. Discussion 'd'
(4) Sara Kimble Knight's Diary of Our First Winter testifies to the controlling rage of natural phenomena during the winter.
(1) Man's futile attempts to control his environment are repeatedly foiled by the environment itself.
(3) Seventeenth Century America did not negate this theory as evidenced in its ~~their~~ literature.
(2) Man, for example, finds himself subject to the dictates of nature if he intends to entertain the idea of mere survival.

NOTE TO TEACHER:
GO IMMEDIATELY TO NEXT LESSON

IV. Concentrated Development of Five Paragraph Composition
A. Thesis Paragraph
LESSON 2: Thesis Statement
Objectives: 1. Student will identify two parts of topic sentence.
2. Student will define subject and attitude.
3. Student will compare topic sentence to thesis statement.
4. Student will define thesis statement.
5. Student will define rationale for thesis statement as last sentence in thesis paragraph.
Materials: 1. Graph demonstrating how one paragraph evolves to 5.
2. Prepared thesis statements.
Procedure:
1. Motivation: Draw funnel on board ▽.
What does this say to you? (thesis paragraph-deductive order)
What, as review, is pure deductive order?
How does order of thesis paragraph differ from paragraphs written as Freshman? (no conclusion)
2. Discussion: A. Since we dropped concluding sentence, let's begin discussion of writing deductive thesis paragraphs with the final statement - the thesis statement.

b. From yesterday's discussion, what can you tell me about this last statement? (most specific)

c. Put graph demonstrating how one paragraph argumentative paragraph evolves to five paragraph argumentation on board.

Topic sentence → Thesis paragraph

Supporting Details → Supporting paragraphs

Concluding sentence → Concluding paragraph

Knowing that topic sentence evolves to thesis paragraph, what do you think will be most specific statement of thesis paragraph?
(topic sentence)
Since 'topic sentence' sounds elementary in terms of 'thesis paragraph' What could we call this sentence? (thesis sentence -better yet thesis statement)

d. Why would this thesis statement be at end of thesis paragraph?

Your beginning paragraph must contain your main idea, and present it to best advantage. Its topic sentence is also the thesis sentence of your entire essay. The clearest and most emphatic place for your thesis sentence is at the end——not at the beginning——of the beginning paragraph. If you put it first, you will have to repeat some version of it as you bring your beginning paragraph to a close. If you put it in the middle, the reader will very likely take something else as your main point, probably whatever the last sentence contains. The inevitable psychology of interest, as you move your reader through your first paragraph and into your essay, urges you to put your thesis last——in the last sentence of your beginning paragraph.

e, If thesis statement has same job as topic sentence, what must it contain? (subject and attitude)

f. What do you mean by subject?

g. What do you mean by attitude?

h. List sentences on board that could serve as thesis statement-have students identify topics and attitudes.

i. Let's review:

1. What structural part of one paragraph became the thesis paragraph in 5 paragraph comp? (topic sentence)

2. What is most specific statement of the thesis paragraph? (thesis statement)

3. Is there any real difference between topic sentence and thesis statement? (no- just name) How are they the same? (subject and attitude sentence)
4. Then what makes up the rest of our thesis paragraph? (Introduction that leads deductively to your specific thesis statement)

NOTE : TO TEACHER

Since thesis statements are most important part of entire composition, you should spend at least two weeks having students write these statements. Have students submit a thesis statement every day for two weeks. At first teacher should choose a subject; have students select an attitude and write a full thesis statement. Make these first topics general topics, not on literature. Second, teacher should choose a literary subject from works covered and have student select an attitude and write a thesis statement. Finally, teacher should direct students to a particular work and have him choose subject and attitude and write a thesis statement.

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IV. Concentrated Development of Five Paragraph Composition

A. Thesis Paragraph

LESSON 3: Introduction

OBJECTIVES:
1. The student will read 3 thesis paragraphs in order to define need for creativity in thesis paragraph introductions.
2. The student will define function of any introduction.
3. The student will delineate deductive order of introduction in 3 thesis paragraphs.
4. The student will identify most general statement in thesis paragraph introduction as the first sentence/
5. The student will list universal concerns that make good starting ideas for deductive thesis paragraph.
6. The student will read 2 thesis paragraphs to identify the two differnt universal starters that lead deductively to same thesis statement.
7. The student will write a thesis paragraph beginning with a universal starter for a given thesis statement in class.
8. The student will name a universal starter for a given thesis statement and write a deductively ordered thesis paragraph as a night assignment.

MATERIALS:
1. 3 thesis paragraphs that have same thesis statements, but different introductions.
2. One prepared thesis statement from literature recently covered.

PROCEDURE:

1. Motivation: Play around with Freud's word association game. Tell student to write the first word that comes to mind when you say a word.

   Teacher's words: Adolescents
   School
   English
   Composition
   Argumentation

   List responses to 'argumentation' from volunteers on board - conclude general feeling of class from these words (structured, logical, restrictive)

2. Discussion:
   a. Have student read 2 thesis paragraphs at seats. (see attached note to teacher)
   b. Do these thesis statements alter your attitude about argumentative writing?
   c. Does thesis paragraph in argumentative writing allow for creativity? originality?
   d. Of all paragraphs in 5 paragraph composition, the thesis paragraph demands most of your creative or original resourcefulness. Why? What has preceded the thesis statement to make a thesis paragraph? (introduction)

e. From background, what is responsibility of an introduction?
(arouse interest; capture audience; lead logically (through deductive order) to thesis statement)

f. Review:
a. Where does thesis statement appear in thesis paragraph? (end)
▽ thesis statement
b. What is psychological reason for this?
c. What must come before thesis statement? (introduction)
d. What is responsibility of introduction?

g. Look at example thesis paragraphs?
a. Do they attract the reader? How?
b. Do they follow deductive order to thesis statement? (List thesis statement of paragraphs on board - trace the order of points from general to specific thesis)

h. How do you begin your thesis paragraph to lead to specific thesis statement deductively:
1) What can you tell me about first statement of Introduction? (most general)
2) What are some universal concerns that lend themselves to generalizations?
(man, God, nature, society, arts (literature))
3) How do you know which generality to chose and what aspect of it? (attitude and subject of thesis statement)
4) Can there be more than one generality per thesis statement?
Have student look at 2 example paragraphs (have same thesis statement -different deductive introductions).
1. What is thesis statement of TWO? What is subject? What is attitude?
2. Look at first paragraph.
What Universal concern is treated in first most general statement?
How is this concern or idea related to thesis statement?
Does it attact audience? How?
Does it follow deductive development to thesis idea?
3. Look at Second paragraph.
What universal concern is treated in first most general statement?
Does it attact audience? How?
Does it follow deductive development to thesis idea?

Conclusion: Can use almost any general, universal statement at beginning as long as it logically (through deductive order)leads to thesis statement. Use example about apples & Julius Caesar as review. Present 3 examples of your own.

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i. Place a thesis statement on board: based on piece of literature recently covered.
What is subject? Attitude? Where would it come in thesis paragraph?
What is a universal concern we could use to begin deductive ordering?
Work chosen universal concern deductively to thesis statement with entire class.

j. Assignment- Take same thesis statement, choose a different universal concept and write a thesis paragraph respecting deductive order.

NOTE: TO TEACHER

1. Example Supplement for Procedure: 2. Discussion 'a' 'g' 'h-4'

Man's futile attempts to control his environment are repeatedly foiled by the environment itself. Man, for example, finds himself subject to the dictates of nature if he intends to entertain the idea of mere survival. Seventeenth Century America did not negate this theory as evidenced in ~~their~~ its literature. Sara Kimble Knight's Diary of Our First Winter testifies to the controlling rage of natural phenomena during the winter.

God, as controlling factor in life, has played different roles in the history of man. During the Seventeenth Century he was seen as a threatening menace that raged at will. This rage, according to American Puritans during this era, often assumed the guise of natural disasters. The Puritans, therefore, exhibited an uncommon concern with the fury of nature as witnessed in their literature. Sara Knight's Diary of Our First Winter testifies to the controlling rage of natural phenomena during the winter.

2. Teacher should spend at least nine weeks on writing thesis paragraphs. One or two thesis paragraphs should be written per week. At first teacher should prepare thesis statements for students and then have them choose a universal concern and write the entire paragraph. Then teacher should merely direct students to a piece of literature, have students write a thesis statement, handed in alone and corrected by teacher) and finally, write a thesis paragraph based on corrected thesis statement. Don't grade first couple thesis paragraphs - just correct them.

IV. Concenrated Development of Five Paragraph Composition

B. Body

LESSON 1: Introduction

OBJECTIVES: Student will——

1. Identify 3 key divisional words of any argumentative composition: Introduce, Prove, Conclude
2. Analyze diagram that traces the development of 3 major divisions from sentences in one body paragraph to paragraphs in a 5 paragraph composition; identifying the retention of subject, attitude, and proofs and the addition of introduction and specifics.
3. Read one paragraph composition and identify 3 major divisions naming topic sentence, sub-topic proofs, and concluding sentence.
4. Read thesis paragraph that evolved from topic dentence of one paragraph composition and identify thesis statement and introduction.
5. Read body paragraph that evolved from first sub-topic sentence of one paragraph composition and identify this sub-topic sentence as topic sentence of body paragraph.
6. Identify 3 specifics offered for topic sentence of body paragraph.
7. Design an outline for a 5 paragraph composition.

MATERIALS:

1. Diagram that shows evolution of one paragraph composition to 5 paragraph composition.
2. One paragraph composition.
3. Thesis paragraph taken from topic sentence of one paragraph composition.
4. Body paragraph taken from 1st sub-topic sentence of one paragraph composition.

PROCEDURE:

1. Motivation: What are three key wofds for any argumentative composition? (introduce, prove, conclude)
   What is development unit for one paragraph composition? (sentence)
   What is development unit for 5 paragraph composition? (paragraph)
2. Discussion:aPlace diagram on board that reviews how one paragraph composition evolves to a 5 paragraph composition.

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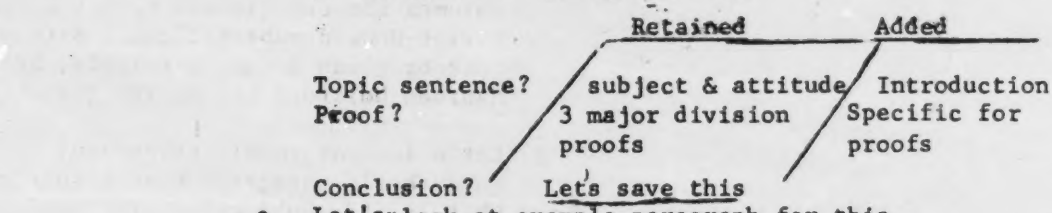
b. Do both compositions in this diagram remain faithful to keywords? Which introduce?
Which prove?
Which conclude?

c. If both introduce, prove and conclude, in what way do they differ? (Development-from sentence to paragraph)

d. For each major division (introduction, proof, conclusion) of the one paragraph what has been retained and what has been added to make paragraphs of 5 paragraph comp?



e. Let's look at example paragraph for this diagram. Have students read dittoed copy at desk of one paragraph. Have them identify individually topic sentence, 3 proofs, conclusion at desk.

Paragraph

The Acerni girls are very talented. Brenda surpasses excellence in painting, Maureen excells in the dramatic arts. Patricia the most renown, is widely acclaimed for her singing ability. Obviously, the Acerni girls share due fame for their respective talents.

When finished, pull answers for class verification.

f. Give students copy of thesis paragraph and the first body paragraph from a five paragraph composition taken from "The Acerni girls are very talented."

Example:

Contention has been voiced as to the destiny of man's aesthetic nature. One school claims that natural talents succumb to the routine of modern technology. The opposing theorists testify that Twentieth Century mass production enhances the potential for more DiVinci's and Michaelangelo's. These patrons of the arts attribute this enhancement to added leisure time and available resources for the aesthete. One example often cited by the later school is the Acerni family, who have nurtured their rather ordinary talents into expertise. Because of determined conditioning, the Acerni girls have evolved as exceptionally talented individuals.

The talents of the Acerni daughters is first evidenced in the youngest girl Brenda, who surpasses excellence in painting. To begin with, Brenda's reputation as an accomplished artist rests not only on winning first place in America's Grand Gallery Show, but also on her top ranking in Europe's World Art Show last year. Besides actually painting, Brenda has cemented her expertise as an art judge in five national art contests. Finally, Brenda unquestionably demonstrates her knowledge of art in the weekly columns she contributes as Art Director for Scripp-Howard publications. Although due respect must be given Brenda's talents, her sister Maureen bolsters the Acerni image even more.

g. Let's look at thesis paragraph:
Does thesis paragraph have a thesis statement?
What is it? Subject? Attitude?
How does this compare to itopic sentence of one paragraph composition?
What has been added to subject and attitude of paragraph composition? (introduction)
Does introduction arouse interest? Is it original? Creative? Thought provoking?
Does introduction follow deductive order? Trace it

h. Let's look at first body paragraph.
What was fifst supporting proof for one paragraph composition?
What does it become in first body paragraph of 5 paragraph composition?
(topic sentence of body paragraph)
Does this topic sentence have same subject and attitude as its sister support sentence in one paragraph composition? Subject? Attitude?
What then happens to this subject and attitude in the body paragraph. (developed, elaborated, specified, etc.)
How has author extended the idea that Brenda is a talented painter? (1.. won prizes for pictures
2.. judges art contests
3.. writes art criticism).

i. Conclusion: To what can this body paragraph be compared in terms of structure?
(one paragraph comp.- "mini-comp")
Topic sentence of our body paragraph? Identify
3 supporting proofs? Identify

j. Review notes on the outline form for a one argumentative paragraph. Try to design an outline for a 5 paragraph argumentative composition judged on today's discussion.

NOTE: TO TEACHER
GO TO NEXT LESSON IMMEDIATELY

IV. Concentrated Development of Five Paragraph Composition

B. Body

LESSON 2: Outline Form

OBJECTIVES: The Student will——

1. list 3 structural parts of one paragraph composition: topic sentence, body, conclusion
2. identify structural parts of 5 paragraph composition Thesis, Body, Conclusion.
3. identify structural parts of body of 5 paragraph composition: 3 body paragraphs
4. identify structural parts of each body paragraph of 5 paragraph composition: T.S., Body, C.S.
5. identify structural parts of body of each body paragraph of 5 paragraph composition: 3 suuports, specifics, details, examples, etc.
6. delineate an outline form for a 5 paragraph comp.
7. transpose a given one paragraph comp. onto an outline form for a 5 paragraph comp.; filling in thesis statement, body paragraph, topic sentence, and conclusion.
8. outline a given body paragraph of a five paragraph composition.
9. delineate and analyze the advantage of phrase outlines over sentence outlines.

MATERIALS:
1. dittoed outline forms for 5 paragraph composition.
2. one paragraph composition
3. one body paragraph developed in full from first sub-topic of given one paragraph composition.

PROCEDURE:

1. Motivation: Composition a bit like math - outline a matter of division.
   What number seems to reappear most often as a denominator when dividing your thoughts? (3)
   How does this "magic three" show up in a one paragraph composition?
   (1. topic sentence
   2. Body
   3. conclusion)
   Look at outline you devised last night for 5 paragraph composition - does it respect this idea of the magic 3?

2. Discussion:
   a. For the outline of any 5 paragraph composition where would first division by three occur?
   (3 structural divisions of entire comp:
   I. Thesis
   II. Body
   III. Conclusion)
   b. More reduction by three occur, however, with the five paragraph comp. Which of these structural units are reduced by three next?
   (Body)

So far a 5 paragraph outline looks like this:

I. Thesis
II. Body
A
B
C
III. Conclusion

c. Where does next division by 3 take place? (Each body paragraph)
Now outline looks like this:

I. Thesis
II. Body
A
1.
2.
3.
B 1.
2.
3.
C 1.
2.
3.
III. Conclusion

What are these 3 parts of each body paragraph? Remember body paragraphs are "mini-comps."

(1. T.S.
2. Supports
3. C.S.

d. One last reduction by three takes place? Where? (supports are in threes)
Final outline looks like this:

I. Thesis statement
II. Body
A. 1. T.S.
2. Supports
a.
b.
c.
3. Conclusion
B. 1. T.S.
2. Supports
a.
b.
c.
3. Conclusion
C. 1. T.S.
2. Supports
a.
b.
c.
3. Conclusion
III. Conclusion

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e. Does the outline you devised last night respect this "Magic 3" idea? How would you revise it? Distribute dittoed outline form; have students as a class devise what author's outline would look like for composition treated yesterday:

1. Into what forms can an outline be written? (phrase or sentence)
   Since outlining is organization of a thinking process, which would be most common thinking unit? (phrase)
   Most outline done this year, therefore, will be phrase outlines.
2. For composition treated yesterday, what phrase would adequately present thesis idea? (Acerni girls talented)
   Is subject & attitude present?
3. Let's go to body of composition. What phrases would have appeared on the author"s outline for A, B, and C?
   A. Brenda ——→ artist
   B. Maureen ——→ dramatist
   C. Patricia ——→ vocalist
4. Since we only have one body paragraph to work with, let's choose phrases that would appear on author's outline for A. Brenda ——→ artist
   1. T.S. - Brenda talented artist
   2. a. painting awards
      b. judging accomplishments
      c. critical assignment
   3. Conclusion - Brenda good; Maureen better
5. Review: What are important points to remember about outlining?
   1. 3 major part - I thesis, II. Body, III. Outline
   2. Body divided into 3 parts -each paragraph.
   3. Individual body paragraphs - outlined like one paragraph comps.
   4. Entire outline in phrases

NOTE: TO TEACHER
Students should be informed that all work with composition from this point will involve completion and elaboration of this basic outline form until last nine weeks when they will write composition in full. They should also be informed that all outlines will be preceded by written and corrected thesis paragraphs.

IV. Concentrated Development of Five Paragraph Composition

B. Body

LESSON 3: Unity - Relevant and Parallel Proofs

OBJECTIVES: Student will———

1. define concept of unity
2. define concept of unity related to supporting details exemplified in two given one paragraph outlines.
3. define the concept of dis-unity as related to supporting details as exemplified in a given one paragraph outline.
4. identify two areas of concern when dealing with the unity of a five paragraph composition: unity of individual body paragraphs; unity of entire composition as a whole.
5. delineate the role of a thesis statement in assuring a unified composition.
6. read prepared thesis statements and proofs and analyze the assured unity: first in terms of related proofs; second; in terms of parallel proofs.
7. delineate the role outlining has in assuring a unified five paragraph composition.
8. list three parallel, related proofs for 3 thesis statements they already have composed.

MATERIAL:

1. 2 one paragraph outlines with related supports.
2. 1 one paragraph outline with unrelated supports.
3. 5 thesis statements and related, parallel proofs
4. 2 thesis statements from recently covered literature.

PROCEDURE:

1. Motivation: Outline is merely structure of composition; merely blue-print. Two other critical elements of good composition? What are they?
   (Unity and Coherence)
2. Discussion:
   a. From experience with one paragraph compositions, What is unity? (parts helping to prove or support the main idea; related; intergrated; something functioning as a whole or as one)
   b. When speaking of unity in terms of a one paragraph composition on what are you concentrating? (body: support sentences)
   c. If you tell me the paragraph is unified what are you indicating about support statements?
      1. each directly related to T.S.--- serve end of subject and attitude
      2. no proofs off subject--no inappropriate details to thwart or disrupt the purpose of subject & attitude.

Examples:

a. T.S. The Acerni girls are very talented.
Proofs Brenda arty
Maureen dramatic
Patricia vocal
Comment-- Brenda, Maureen, and Patricia are Acerni's; Art, drama, voice: three kinds of talents.
Unified

b. T.S. The Acerni girls are very talented.
Proofs Brenda Acerni-artist
Maureen Acerni-mechanic
Patricia Adams-singer
Comment-- Not unified
Only first support related
Maureen is an Acerni, but being a mechanic is not aesthetic
Patricia is talented, but not an Acerni

c. T.S. In Edgar Allan Poe's short stories, barriers of death are destroyed for bereaved lovers.
Proofs In "The Oval Portrait" Poe allows a painter to continue communion with his departed wife by re-capturing her on canvas.
Again, in "Morella", Poe permits a lover a reunion with his deceased wife when Morella is reincarnated in the body of a second shrewish wife.
Finally, Poe masterfully bridges life and death for loves in "Ligiea" when the deceased Ligiea possesses the spirit and form of her daughter, in whose child-birth Ligiea died.
Questions: What is subject of Topic sentence? Attitude?
Are the supports related?
First? Second? third?
Would you consider this unified? (Yes)

d. In a 5 paragraph comp. how many 'wholes' must you unify?
(Four: 1. 5 par. must evolve as a whole
2. first body paragraph
3 second body paragraph
4. third body paragraphs)

Why must we be concerned with the body paragraphs? (They are mini-composition inside the larger 5 paragraph comp; just as these body paragraphs follow a distinct structure - must have a subject & attitude; must have 3 related support proof; must have a conclusion - they must, as well, be unified; follow same unity procedure as one paragraph comp.)

e. Let's begin discussion of 5 paragraph unity.

1. What would be first step in assuring a unified composition - even before working with proofs? (good thesis: clear subject & attitude, knowing both very well)

Thesis statement biggest factor in disunity.

2. What should you do next to assure unity?(choice 3 proofs: related defendable parallel)

What do you mean by related? (stem from subject & attitude and helps validate them)
Defendable? (you have available support for each proof)
Parallel? (Balanced - of equal weight: 3 ideas
3 characters
3 kinds
etc.)

Let's look at some prepared thesis statements and their proofs; see if they would insure a unified composition.

1. Thesis statement: In "The Old Man at the Bridge" Ernest Hemingway attempts to portray the devastation of war on the individual.

Proofs: Moral devastation
Social devastation
Emotional devastation

2. Thesis Statement: The major motivation behind the Puritan behavior in Arthur Miller's The Crucible is revenge.

Proofs: Putnam--revenge on Nurses
Parris--revenge on Proctor
Abigail--revenge on Mary

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3. Thesis Statement: John Proctor in The Crucible by Arthur Miller represents non-conformity in an established Puritan society.
   Proofs: Religious non-conformity
   Civil non-conformity
   Moral non-conformity
4. Thesis Statement: In analyzing Jonathan Edward's "Sinners in the Hands of an Angry God" one can judge Edwards as a stalwart champion of Puritan doctrine.
   Proofs: Divine Providence
   Divine Election
   Total Deprivaty
5. Thesis Statement: Nathaniel Hawthorne incorporates the ideals of his romantic contemporaries in the "The Ambitious Guest" by glorifying nature.
   Proofs: the mountain
   the forest
   the lake

For each: Is subject and attitude clear?
Are three proofs:(assume defendable)
a. related to subject? attitude?
b. parallel?

Present 2 similar examples from works covered in your class.

3. How would the outline insure unity? (Proofs placed before you, written test to examine if related, parallel, defendable-offers added visual perspective)
4. Assignment: Choose three thesis paragraphs you have written, pull thesis statement from each and list three proofs. Be able to defend proofs as related and parallel.

NOTE: TO TEACHER

From now on, all outline must have the proof phrase listed on outline form beside the A., B., and C. Teacher should work with related, parallel proofs for at least two weeks.. The thesis statement for outline forms should first come from thesis paragraphs already composed. The second week, the thesis statements should be from newly composed thesis paragraphs on works recently covered. For these two weeks, the student should be responsible for handing in an outline form with thesis statement and three proofs every 2 days.

IV. Concentrated Development of Five Paragraph Composition

B. Body

LESSON 4: Supports - Unity Reinforced in Outline

OBJECTIVES: Student will———

1. compare body paragraph to one paragraph composition, delineating outline form for individual body paragraphs.
2. define the concept of unity as related to body paragraph supports.
3. outline in full a 5 paragraph composition with a given thesis statement and 3 body proofs, listing related supports for each body paragraph in class.
4. delineate the summary role of concluding sentence in each body paragraph of a five paragraph composition.
5. read thesis statements and their respective proofs, choose one that would insure the best unity, and write a complete outline with related supports for proofs and summary phrases for body conclusions.

MATERIALS:

1. outline forms
2. student written thesis statements and 3 proofs
3. partially completed outline on "The Acerni girls are talented."

PROCEDURE:

1. Motivation: Return corrected thesis statements and proofs. Have students choose one they are happiest with. What should you ask yourself in choosing:
   1. Which has strongest thesis statement? Clearest subject? Attitude? Which do you feel most knowledgeable about?
   2. Which has the strongest related, parallel proofs?

   Allow time for students to choose and make any revisions they wish.

2. Discussion:
   a. Distribute outline form
   b. What part of outline do you have completed? Put these outline parts in (thesis statement Proof A,B,& C)
   c. What parts of outline are left to complete? (supports for proofs; conclusions for 3 body paragraphs; conclusion for paper)
   d. Thinking in terms of unity, what part should we go to next? (Supports for proofs)
      Why? (3 choosen proofs must be defendable in unified paper)
      Why? (weak, padded body paragraphs destroy unity - present incongruous, irrelevant points- looses cite of purpose)

e. Since development of each body paragraph is critical to unity of entire paper, let's take closer look at them.
   a. Structurally, to what have we compared the body paragraphs? (one paragraph composition)
   What does that mean each body paragraph must have? (topic sentence -subject & attitude
   3 supports
   conclusion)
   Does this outline form allow for this? (Yes)
   What part of structure do we have for each body paragraph already? (subject & attitude) Identify for each.
   What is next part we need? (supports)
   What other aspect of good composition does that get us to? (Unity)

f. If each body paragraph needs unity, what one thing does this tell you about your 3 supports? (related to subject & attitude)

g. Have student pull out outline form on 5 paragraph Composition about "The Acerni girls are Talented."
   a. review outline for body paragraph on Brenda.
   b. fill in outline for body paragraph on Maureen & Patricia, have students make up supports, stress relationship to subject & attitude of body paragraph; do this as a class.

h, What does conclusion of body paragraph do? (merely summary statement)

i. Assignment: Complete outline (started in class) of 3 body paragraphs with support phrases and summary phrases.

NOTE: TO TEACHER

Teacher should spend at least 4 weeks on paragraph supports. Again the outline form is used for submission. The form now contains: thesis statement, A 1, 2, 3, B 1, 2, 3, C 1, 2,3.
Teacher should handle approach in choosing thesis statements although no outline should be written without its thesis paragraph being written, submitted and corrected. In this 4 weeks at least 4 outlines should be submitted per student.

IV. Concentrated Development of Five Paragraph Composition
B. Body
LESSON 5: Introduction to Coherence

OBJECTIVES: Student will———

1. define function of coherence
2. read two given paragraphs that exemplify good coherence and identify 5 elements of coherence: Mechanical connectives, Repetition of Key Word and Phrases, Pronouns, Verbs, Arrangements.
3. list mechanical connectors used to cohere example paragraphs.
4. identify key words established in topic sentence of example paragraphs, choose one and underline its reappearance in three sub-topic sentences.
5. list pronouns used in example paragraphs and delineate their function as coherents.
6. list verbs in example paragraphs and identify their function as coherents.
7. identify the arrangement of three sub-topics (supports) and its resulting coherence.

MATERIAL: 2 paragraphs with 5 elements of coherence

PROCEDURE:

1. Motivation: If someone ran up to you in a tither and shouted "Follow me", what would be your first response? (where)
second response (why)
third response (how)
In argumentative writing you are making same request --FØLLOW ME!
When reader asks Where, what do you offer? (thesis proposal)
When he asks why should he go there, what do you offer? (proofs and supports)
When he asks how to get there what must you give him? (directions)
In other words, your responsibility as writer is to give reader sign posts so he doesn't get lost; so he follows you sentence to sentence and paragraph to paragraph.
What is this signaling in composition called? (coherence)
We have covered entire gamut in composition--originality of introduction to mechanical signaling of coherence.

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2. Discussion:

a. Give copy of Poe paragraph to students to read.

In Edgar Allan Poe's short stories, barriers of death are destroyed for bereaved lovers, First of all, in "The Oval Portrait", Poe allows a painter to continue communion with his departed wife by recapturing her on canvas. In "Morella" again permits a lover a reunion with his deceased wife when Morella is recarnated in the body of a second shrewish wife. Finally, Poe masterfully bridges life and death for lovers in "Reborn", when the deceased Ligiea possesses the spirit and body of her daughter, in whose birth Ligiea died.

b. What are some of the methods used to help the reader through this paragraph:

1. What is most obvious sign posts?
   (mechanical connectives)
   Why are they in this paragraph? List them on board:
   first of all
   again
   finally
2. What is next obvious directives?
   (repetion of key words & ideas)
   What are key words and ideas established in topic sentence?
   List on board:
   Poe
   short story
   bereaved lovers
   barriers of death
   destroyed
   Take just one of these and follow how it is repeated in each support statement--recommendation: simple one like the word Poe.
3. Are there less obvious directives (coherents) in this paragraph?
   What about pronouns? How do they tie work together?
   Any other part of speech cohere work? What about the verbs?
   How do they add to coherence? (voice and tense element)
4. One last consideration when talking about coherents--does anyone remember what other element is used to give direction in paragraphs?
   What about in regards to arranging the supports?
   The paragraph itself is deductive - starting with general topic statement then specifying with multiple support.

But what about the supports themselves?
How would this enhance coherence?
How does author arrange his three supports in the Poe paragraph?
(least important to most important)
What sign does he offer to clarify his arrangement? (masterfully)

c. Assignment: Distrbute to students:

Brenda Acerni surpasses excellence in painting. First of all, Brenda's reputation as an accomplished artist rest not only on winning first place in America's Grand Gallery Show, but also on her top ranking in Europe's World Art Show last year. Besides actually painting, Brenda has cemented her expertise as an art judge in five national art contest. Finally, Brenda unquestionably demonstrates her knowledge of art in the weekly columns she contributes as Art Director for Scripp-Howard publications. Brenda's diversified experience and lauds in the art world testifies to her true talent.

1. Students should underline mechanical connectives once.
2. Student should find <u>one</u> Key word in topic sentence and underline it twice; then find where it is repeated in support statements and underline it twice everytime it appears.
3. Students should circle the pronouns and write short defense on how they aid coherence.
4. Students should list the major verbs of each sentence and identify their voice & tense.
5. Student should write a short explanation of how supports are arranged, citing word/or words that draw focus to this arrangement.

NOTE: TO TEACHER

This is merely introduction, should go to next lesson immediately.

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IV. Concentrated Development of Five Paragraph Composition.
B. Body
LESSON 6: Coherence: Arrangement of Body Paragraphs
OBJECTIVES: Student Will———

1. name and define ordering process for body paragraphs of argumentative composition: Deductive.
2. define order of importance for supports.
3. delineate how order of importance is determined.
4. delineate how order of importance complements deductive order.
5. define function of coherence as related to the ordering process of body paragraphs.
6. list word clues that reveal the established order of body paragraphs.
7. identify which sentences of body paragraphs contain these word clues.
8. write topic sentences for three body paragraphs, incorporating the necessary word clues that signal the ordering process.

MATERIALS: 3 student outlines for body paragraph arrangement.

PROCEDURE:

1. Motivation: What is ordering process of one paragraph composition?
(deductive -general to specific)
What is most general statement of one paragraph?
(topic sentence)
In order to continue the deductive order, how should the 3 proofs read? (general to specific)

2, Discussion:

a. What arrangement did we discuss for proofs in term of coherence? (least to most important)
b. Are the two movements (general to specific; least to most important) basically the same? Why?
    a. Why is least important point the least important?
    (offers some specifies)
    b. Why is most important point the most important?
    (offers best specified point)
c. In other words? (least important point is least specific; most important point is most most specific)
So deductive order is reestablished in arranging supports from least important to most important.
d. Now let's look at the five paragraph composition.
    1. What order must composition follow? (deductive)'
    2. What is most general paragraph then? (thesis parag)
    3. What order most 3 proofs (subject & attitudes of 3 body paragraphs) follow? (deductive)
    How would you arrange your 3 proofs to facillitate the deductive order? (least important to most import.)
    Why? (least important paragraph would offer the least conclusive specifics; most important paragraph would offer most specific evidence)

Put 2 or 3 outlines submitted by students while working with outlines (preferrably on some work that all students are familiar with) on overhead; have students decide how they would arrange the 3 body paragraphs:

a. What is subject and attitude of thesis statement?
b. What are 3 proofs to be developed into paragraphs? Are they related ? parallel?
c. Does student offer adequate support for these proofs?
d. Based on the quality of support, how would you arrange these body paragraphs?

4. Now that we know why the arrangement of the 3 body paragraphs enhances deductive order, let's look at how it helps cohere paper?

a. How is reader's logic appeased by this arrangement? (Man expects logical defenses--anticipates it--looks for arguments to ride from good point to best point; writer can't disappoint the expected or he might lose reader)
b. What is purpose of coherence? (give reader signals to follow)
c. How do you signal the logic of your body paragraphs? (word clues)
Where would these word clues appear in body paragraph? (topic sentence of each body para
Why? (so you don't lose reader--present arrangement immediately)
Do you need any signal words in first body paragraph? (No! don't discredit first proof by signaling that it may be inferior)
Where would arrangement signals begin?
(topic sentence of second body paragraph)
What are some word clues you can use inthe topic sentence of first body paragraph?
(list on board: even more so...
more important
better yet
etc.)
Where would next arrangement clue appear?
(topic sentence of third body paragraph)
What are some word clues you could use?
(List: unquestionably
positively
undoubtedly
most conclusively
strongest
best
etc.)

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d. Go back to outline used in first part of lesson:
   What was order we decided upon again?
   Why?
   Let's write three topic sentences for these body paragraphs: Write sentences as class being sure to use a signal word for arrangement in topic sentences for second and third body paragraphs.

e. Assignment:
   Take what you consider to be your best outline so far--
   a. make any revisions necessary
   b. arrange body paragraph from least to most important.
   c. write topic sentence using a signal clue for arrangement in second and third paragraph topic sentence.

NOTE: TO TEACHER

The students are going to deviate from phrases in outline now. They are beginning to actually compose paper. All outlines submitted from now on should have thesis statements and topic sentences of body paragraphs written in sentence form. No more than 2 outlines need to be done with this lesson: the one directed in the lesson, and another of your choice. The one of your choice should begin with a fully written thesis paragraph before starting the outline.

IV. Concentrated Development of the Five Paragraph paper
B. Introduction and Development of Body

LESSON:7 Coherence with Pronouns
Indivisual teacher
Suggestions: 1. Negate use of first and second person
2. Identify third personage & demonstratives
3. Discuss and do exercises with:
Clear reference (antecedent agreement)
Coherence as product of clear reference

LESSON: 9 Verb Coherence: Tense and Voice Retention
Individual teacher
Suggestions:
1. Uni-pack called Paragraph Development in ERC
(Since this packet was devised tense & voice retention has been reclassified from an element of unity to one of coherence; make provision for this before directing students to packet so they don't get confused by introduction)
2. Pull discussion from voice and tense retention in terms of one paragraph to the 5 paragraph composition.

IV. Concentrated Development of the Five Paragraph Composition

B. Body

LESSON 9 Mechanical Connectors in a one Paragraph Composition

OBJECTIVES: Student will———

1. define mechanical connectors in relation to coherence.
2. name sentences in one paragraph composition which contain mechanical connectors and define their two functions: tie supports to supports; tie supports to topic sentenc
3. read given paragraph and identify mechanical connectives used to tie support to support and supports to topic sentence.

MATERIALS: 1. Sheet of Mechanical Connectors
2. Example paragraph with mechanical connectors

PROCEDURE:

1. Motivation: What is your biggest complaint with composition this year?
   (Hopefully- too tedious; tearing into parts; structured; never seeing end product)
   Have you ever heard: "End justifies means."
   What does this mean?
   What is our end in composition this year?
   (write impressive 5 paragraph composition)
   What means have we used to meet this end?
   (drill with structure, unity, cohernee)
   Can we judge whether end justified the means?
   (No - because, have not met the end yet)
   Let's treat the structure as an end in itself.
   What means was used to achieve good structure?
   (Drill with thesis paragraph, outline of body)
   Can we judge if our end justified the means?
   (Yes) Why? (We have the end in front of us)
   What do ypu think of your structure approach?
   (Hopefully - Yes!)
   Let's continue means of dividing and drilling with the parts of the 5 paragraph composition and hope the end compositions justify them.

2. Discussion:
   a. What part of a good composition have we been drill-with? (coherence)
      For this step in composition, coherence then becomes our what? (End)
      Into what parts has coherence been divided so far?
      (Order, Pronouns, Verbs)
      What parts are left? (repetition of Keywords & phrase and Mechanical transitions)

b. Which of these two appear to be easiest to incorporate into paper? (mechanical connectors)
Let's work with these.

c, What is word usually associated with these mechanical connectors? (transitions)

d. How can mechanical connector or transition be defined?
(words and phrases that link one part of paper clearly to the next)
What do you mean by "one part of paper"? (Paragraph)
Just paragraph? (No! Sentence to Sentence, too)
Transition in 5 paragraph therefore, must be discuseed on two levels: What would these two be?
(Mechanical connectives within body paragraphs; mechanical connectives between paragraphs)

e. Transitions within body paragraphs merely review - mastered last year - remember: body composition is basically one paragraph composition.
In a one paragraph composition, do any mechanical connectives appear in topic sentence. (No!)
Where do the mechanical connectors appear?
(In support statements)
What is job of these connectors?
(Tie each support to subject and attitude
Tie supports to each other)

Distribute sheet of mechanical connectives that could be used in a one paragraph composition or a body paragraph; merely examples, could be others

Connectors to Subject and Attitude	Connectors Between Supports.	
The first point to consider	Moreover	Still
Initially	Besides	Nonetheless
To begin with'	Furthermore	Now
From the start	In addition	So; and so
In the second place	In the meantime	And; or; nor
Secondly	In spite of this	Indeed
One final consideration	Thus	In fact
Finally	Similarly	Likewise
For the next point	Also	Frequently
Another reason	Therefore	Occasionally
Next	However	Specifically
To further Illustrate	Hence	Especially

Connectors Between Supports Continued:

Nevertheless	Usually
Yet	Of course
For instance	Doubtless
For example	To be sure
Granted	As well as
Certainly	Then
But	Later
Surely	Then too
Although; though	Not only
Whereas	Notwithstanding

f. Distribute the following paragraph to students:

Teenagers today are given more responsibility than were teenagers generations ago. First of all, adolescents must assume added responsibility at home. Many teenagers, for example, must not only meet the demands of domestic chores, but also self-dicipline their free access to such obligations as the family car. In addition to home commitments, modern adolescents must accept financial responsibilities. In today's affluent society, many teenagers must cope with the demands of budgeting. They receive, for example, sizable allowances from their parents or are able to even market their skills for sizable salaries. Finally, adolescent responsibility is undoubtedly demonstrated in academic affairs. Schools today seem to emphasize offering students all the responsibility they can handle. Such areas as extra-curricular activities and innovated policies as independent study places heavy expectations on the modern student. Consequently, few teenagers today can argue that they are denied the opportunity to prepare for the responsibility of adult life.

Assignment: a. What is subject and attitude of topic sentence ?
b. What are three supports? Related ? Parallel?
c. Coherence:
1. Are supports arranged from least to most important?
What are signal words used as arrangement directives?
2. Pull verbs - are they all present tense?
are they all active voice? (No)
3. Pull pronouns - clear reference?
4. Underline transition connectors - Which connect supports to topic sentence? How?
Which connect supports to each other? How?

NOTE: TO TEACHER

Merely an introduction to coherence; should go to next lesson immediately.

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IV. Concentrated Development of Five Paragraph Composition
B. Body
LESSON 10: Mechanical Connectors in Five Paragraph Composition
OBJECTIVES: Student will

1. read a one paragraph composition and a body paragraph, listing similarities in subject, attitude and unity.
2. delineate similarities between two paragraphs in terms of coherence: Order of importance, pronoun coherence, verb coherence.
3. list mechanical connectives both paragraphs contain and identify identical functions.
4. delineate differences between topic sentences and concluding sentences of two paragraphs in terms of mechanical connectives.
5. identify mechanical connector in topic sentence of body paragraph that has been added and define function.
6. identify mechanical connectors in concluding sentence of body paragraph that has been added and define function.
7. write topic sentences and concluding sentences that incorporate order clues and mechanical connectives where applicable from already completed outline.

MATERIALS:

1. one paragraph composition
2. body paragraph with same subject, attitudes, support, etc. as one paragraph composition.
3. thesis paragraph for given body paragraph
4. completed student outline for each student.

PROCEDURE:

1. MOTIVATION: What did we do with transitional connectives so far? (one paragraph)
   But we're suppose to be working with five paragraph composition - why spend all that time on one paragraph composition? (Body paragraphs -"mini-comps")
2. DISCUSSION:
   a. How is one paragraph composition and body paragraphs the same? (Structure -T.S; Supports, Conclusion; Unity Coherence)
   b. Let's read one paragraph composition about Brenda Acerni used to introduce coherence:

> Brenda Acerni surpasses excellence in painting. To begin with, Brenda's reputation as an accomplished artist rest not only on winning first place in America's Grand Gallery Show, but also on her top ranking in Europe's World Art Show last year. Besides actually painting, Brenda has cemented her expertise as an art judge in five national art contest. Finally, Brenda unquestionably demonstrates her knowledge of art in the weekly columns she contributes as Art Director for Script-Howard publications. Brenda's diversified experience and lauds in the art world testifies to her true talent.

c. Let's now read a body paragraph that has same Subject & Attitude.

The talents of the Acerni daughters is first evidenced in the youngest girl Brenda, who surpasses excellence in painting. To begin with, Brenda's reputation as an accomplished artist reat not only on winning first place in America's Grand Gallery Show, but also on her top ranking in Europe's World Art Show last year. Besides actually painting, Brenda has cemented her expertise as an art judge in five national art contest. Finally, Brenda unquestionably demonstrates her knowledge of art in the weekly columns she contributes as Art Director for Script-Howard publications. Although due respect must be given Brenda"s talents, her sister Maureen bolsters the Acerni image even more.

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d. How are two paragraphs the same?

Structurally? (Same: T.S; supports; conclusion. Would have identical outline form)

Unity? (Same: same subject and attitud same related, parallel supports)

Coherence? Not totally identical

What is same? (arrangement of supports verbs pronouns)

What about mechanical connectors Any within one body paragraph changed? (No)

What are they? (to begin with not only but also Besides Finally)

Same ones in body paragraph(Yes)

Has any new been done in terms of mechanical connectors in body paragraph? (Yes)

What? (some added)

What ones and where are they?

(first - topic sentence
although - concluding sentenc
even more - concluding ")

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e. So which two sentences of a one paragraph composition differ from a body paragraph? (T.S. & C.S.)
Why would these two sentences have to change in respect to coherence?
(each body paragraph is only a part of the whole composition; must be tied to rest -T.S. & C.S do this tying)
To what must each body paragraph be tied?
(Thesis statement; following proof paragraph) questionable
You have two ties (T.S. & C.S.) and two things that the paragraph has to be tied to (Thesis statement & following proof paragraph). What would be logical tying process? (one sentence for each tie)
What would you guess the topic sentence would tie up with? (thesis statement)
What about the concluding sentence?
(following proof paragraph) Which body paragraph's concluding sentence would not do this? (last) Why?
Let's see if our body paragraph on Brenda allows for this.
1. Distribute thesis paragraph for body paragraph.

Contention has been voiced as to the destiny of man's aesthetic nature. One school claims that natural talents succumb to the routine of modern technology. The opposing theorists testify that Twentieth Century mass production enhances the potential for more DaVinci's and Michaelangelo's. These patrons of the arts attribute this enhancement to added leisure time and available resources for the aesthete. One example often cited by the later school is the Acerni family, who have nurtured their rather ordinary talents into expertise. Because of determined conditioning, the Acerni girls have evolved as exceptionally talented individuals.

What is thesis statement? underline.
What is subject? attitude?
Look at topic sentence of body paragraph on Brenda. Does this topic sentence refer back to thesis idea? How?
(repeat subject and attitude)
Is there a mechanical connective used to signal reader? (Yes - first)
2. Look at last sentence of this body paragraph on Brenda. Does it tie in with next proof? How?
(introduces Maureen)
Is there a mechanical connective? (Yes - two: although
even more)

f. Review: The T.S. & C.S. take on new complexion in body paragraphs. Besides presenting subject & attitude of paragraph, the topic sentences refers back to thesis idea with a deliberate mechanical connective. Besides summarizing the paragraph, the concluding sentence also introduces the next body paragraph with deliberate connectors. Because of this, these two sentences are often called Transitional Sentences.

g. Assignment:

Choose favorite outline to this point and write topic sentence with signal word. For arrangement in 2nd & third paragraph, plus mechanical connective in each that links it to thesis statement. Then write a concluding sentence for each body paragraph that introduces the next proof paragraph. Remember that the concluding sentence for 3rd body paragraph has nothing to introduce. Then take any one of the outlined body paragraphs (T.S.; supports; C.S.) and write in full. Be sure the body paragraph has all necessary mechanical connectives within supports.

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NOTE: TO TEACHER

From this point all outlines should have full topic & concluding sentences for each body paragraph. No more than two outlines need to be done with this lesson: the one directed in lesson; one of your own choosing.
Remember: no outline is written unless thesis paragraph has already been submitted in advance.

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IV. Concentrated Development of Five Paragraph Composition
B. Body
LESSON 11: Coherence -- Repetition of Key Words and Phrases

OBJECTIVES: Student will --

1. define role of mechanical connectors in topic sentences and concluding sentence of body paragraphs in terms of coherence.
2. define role of key words and phrases in topic sentence in terms of coherence.
3. define 2 key items in thesis statement of thesis paragraph: subject attitude
4. identify subject and attitude in 2 given thesis statements and delineate their repetition in 3 given topic sentences.
5. identify 4 key items in thesis statement on a literary work: subject, attitude, author, work.
6. identify repetition of author and work in topic sentences for 2 given thesis statements.
7. write topic sentences for already composed outline, incorporating mechanical connectives, word clues for order, and repetition of key words and phrases of thesis statement.

MATERIALS:

1. Two example thesis paragraphs with respective topic sentences for body paragraphs..
2. Completed outline for each student.

PROCEDURE:

1. Motivations: What name did we call the topic sentence and concluding sentence of body paragraph? (Transitional Sentence)
   Why? (Must help reader by tying body paragraphs to thesis statement and to each other)
   What so far have we put in T.S. and C.S. to help them become transitional sentences? (added mechanical connectors)
   Is this the only way to make these two sentences transitional? (No)
   What else could we do to tie part (body paragraph) to whole (thesis statement) and to tie part (body paragraph) to part (body paragraph)? (repeat key words & phrases)
2. Discussion: Let's look at topic sentence first.
   a. To what do you tie the topic sentence of the body paragraph to in thesis paragraph? (thesis statement)
   b. What are key words or phrases in a thesis statement? (subject and attitude)
   What, then, must be repeated in the topic sentence of each body paragraph? (subject & attitude of thesis statement)
   Let's look at some examples of prepared thesis paragraphs and topic sentence of their respective body paragraphs..

EXAMPLE 1:

Thesis Paragraph

The phenomena of death occupies the interest of many authors. The Nineteenth Century romantics, more so than most tempers, questioned the mysteries that death entails. The agonizing separation involved with the loss of an endeared person was a popular subject for these romantics. In his short stories, Edgar Allan Poe often attempts to resolve the barriers of death for his bereaved lovers.

Body Proofs:

1. Recapturing on canvas
2. Reincarnation
3. Possession

Topic Sentences of Body Paragraphs

1. First of all, in the "Oval Portrait", Poe allows a painter to continue communion with his departed wife by capturing her on canvas.
2. Again, in "Morella", Poe permits a lover a more personal reunion with his deceased wife when Morella is reincarnated in the body of his second shrewish wife.
3. Finally, Poe masterfully bridges life and death for lovers in "Ligiea" when the deceased Ligiea possesses the spirit and body of her daughter, in whose birth she died.

Questions--

a. What is thesis statement? Subject? Attitude?
b. What are three proofs to be developed into body paragraphs? related to thesis ? parallel?
c. What about coherence?
   Order established and labled?
   All active voice? same tense?
   Topic Sentences have mechanical connectors?
d. What about repetition of key words or phrases of thesis statement?
   What are key words or phrases in any thesis statement? (subject and attitude)
   What is our subject? (barriers of death for lovers)
   What is attitude? (destroyed)
   At desk--under once the word or words in each topic sentence that repeats the subject.
   --under line twice the word or words in each topic sentence that repeats the attitude.
   Pull answers in class--
   Subjects? 1. Painter; his departed wife
   2. lover; deceased wife
   3. lovers; deceased Ligiea
   Attitude? 1. continue communion
   2. reunion
   3. bridges life and death

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Examples 2:

Thesis Paragraph

Authors, functioning in similar environments, will treat similar themes. The style they employ while handling these like concerns, however, need not parallel. Ernest Hemingway and William Faulkner, Twentieth Century contemporaries, both entertain the inhumanities of war in "The Old Man at the Bridge" and "Two Soldiers". The style of these two short stories, nevertheless, differs widely.

Body Proofs

1. Dialogue structure
2. Sentence structure
3. Narration structure

Topic Sentence of Body Paragraphs

1. The character's dialogue evidences the first style variance in these two short stories by Hemingway and Faulkner.
2. More obvious style contrasts exit in the sentence structure employed by the two contemporary authors of "The Old Man at the Bridge" and "Two Soldiers".
3. Although dialogue and sentence structure play a decisive role in diversifying the styles of Faulkner and Hemingway's short stories, narration dictates the primary difference.

Questions--

a. What is thesis statement? subject? attitude?
b. What are the three proofs to be developed into body paragraphs? related? parallel?
c. What about coherence?
   Order established and labled?
   All active voice? same tense?
   Topic sentences have mechanical connectors?
d. What about repetition of subject and attitude of thesis statement? (style of two s.s.)
   What is our subject? Attitude? (differ)
   Underline once the word or words in each topic sentence that repeats the subject; underline twice the word or words in each topic sentence that repeats the attitude.

Pull answers in class

Subject?	Attitude?
1. style	1. variance
2. style	2. contrasts
3. style	3. diversifying, difference.

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2, What else have you noticed that has been repeated in each topic sentences of each body paragraph? (author;works)

a. In first example who is author? (Poe). Is he mentioned in each topic sentence? (Yes)
In first example how are works presented in thesis statement? ("short stories")
Is idea of "short stories" repeated in topic sentences? (Yes) How? (Names 3 short stories)

b. In second example who are authors? (Ernest Hemingway and William Faulkner)
Are each repeated in topic sentences? (Yes) Identify.
In second example what are works? ("The Old Man at the Bridge"; "Two Soldiers")
Are each repeated in topic sentence? (Yes) Identify.

In other words - when composition involves a critical evaluation of literature, what are the Key words that must appear in thesis statement and must be repeated in each topic sentence of body paragraphs?

(subject
attitude
author/authors
work/works,

b. Assignment:

take favorite outline to this point and rewrite its thesis statements and body topic sentences. Be sure you now incorporated the author, work, thesis subject and thesis attitude in each.

NOTE: TO TEACHER

No more than 2 outlines should be allotted to this lesson: one in lesson; two of own choosing.
Remember: No outline starts without a previously submitted thesis paragraph.

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IV. Concentrated Development of Five Paragraph Composition

B. Body

LESSON 12: Variety in Topic Sentences through Word Variety

OBJECTIVES: Student will——

1. identify 4 major sentences of five paragraph composition.
2. name four key items of thesis statement that must be repeated in topic sentences of each body paragraph.
3. delineate methods of achieving variety in 3 topic sentences of body paragraphs through one word synoyms..
4. list word synonyms used by writer in 3 given topic sentences for thesis statement's subject & attitude.
5. delineate method of achieving variety in 3 topic sentences of body paragraphs through phrase synonyms.
6. identify phrase synonyms used by writer in 3 given topic sentences for thesis statement's subject and attitude.
7. write topic sentences for already composed outline using word and phrase synonyms to insure variety.

MATERIALS: 1. Two example thesis paragraphs with respective topic sentences for body paragraphs.
2. Completed outline for each student.

PROCEDURE:

1. Motivation: What are four major sentences of five paragraph composition? (thesis statement
4 topic sentences of body paragraphs)
Why? (Present subject and attitude of entire composition and each body paragraph)
What are four items that must be in each of these sentences? (thesis subject; thesis attitude; work/works; author/authors)
How would this constant repetition affect the sentences? (redundant; boring; dry)
How would you remedy this problem? (variety)

2. Discussion: It is possible to take four sentences that repeat the same 4 items and make them appealing through variety.
How could you vary the sentences? (Wordage; sentence structure)
Let's work with word variety:
a. What does word variety mean? (synonyms)
1. Look at 4 sentences on Hemingway's and Faulkner's short stories:
What is word used to describe attitude in thesis statement? (differ)
Does writer use this same word in each topic sentence to repeat thesis attitude? (No) What synonyms does he use in each topic sentence?
(1. variance; 2. contrasts;3.diversifying)
Does he ever use the same word? (Yes - difference)
Where? (in last topic sentence)
Why is this O.K.? (furthest sentence from thesis statement)

2. Look at 4 sentences on Poe's short stories:
   What word does writer use to describe attitude in thesis statement? (destroyed)
   What does writer do to add variety in repeating attitude? (uses synonyms)
   Are all of these one word synonyms that the writer of other composition was happy with? (No - Synonymous phrases)
   What are word synonyms or phrase synonyms used by writer to repeat thesis attitude? (1. continue communion; 2. reunion 3. bridges life and death)
   One method of adding variety to these 4 sentences that have the same 4 items is through your choice of words. These synonyms may be one word or a phrase.

b. Word variety can be achieved another way besides through synonyms. Look at 4 sentences on Hemingway and Faulkner's short stories:
   What is attitude again? (differ)
   What are three words used to repeat the attitude <u>idea</u> in topic sentences? (1. variance; 2. contrasts;3. diversifying)
   Do they carry same meaning? (Yes-Synonymous)
   In what way do they differ? (part of speech)
   what part of speech is 'differ'? (verb)
   what part of speech is'variance'?(noun)
   what part of speech is 'contrasts'?(noun)
   what part of speech is 'diversifying'? (verbal)
   How does this add to variety?

So word variety can be achieved in what two ways?

c. <u>Assignment:</u> Take favorite outline and change topic sentences to allow for word variety.

NOTE: TO TEACHER -GO TO NEXT LESSON IMMEDIATELY.

IV. Concentrated Development of Five Paragraph Paper
B. Introduction and Development of Body
LESSON 13: Variety in Thesis Sentence and Topic Sentences through Sentence Structure.
Individual Teacher: Refer to packet in ERC called <u>Paragraph Development</u> pages 5, 6, and 7.

NOTE: TO TEACHER
At least two additional outlines should be done at end of Lesson 13. These two outlines (over and beyond assigned outline) should concentrate on both word and sentence variety.

IV. Concentrated Development of Five Paragraph Composition

B. Body

LESSON 14: Coherence--Concluding Sentence for Body Paragraphs

OBJECTIVES: Student will———

1. delineate the difference between concluding sentences for one paragraph composition and a body paragraph
2. define function of mechanical connectors in concluding sentence in terms of coherence.
3. list items that can be incorporated into concluding sentence of body paragraph to tie body paragraphs together: subject and attitude of following paragraph.
4. identify the concluding sentence in a given body paragraph and define its coherent quality.
5. delineate which concluding sentence of body paragraphs would not introduce following paragraph..
6. write concluding sentences for each body paragraph of already composed outline, incorporating coherent word or phrases that introduce following body paragraph when applicable.

MATERIALS: 1. Example body paragraph with strong concluding sentence.
2. Completed outline for each student.

PROCEDURE:

1. Motivation: What two sentences did we decide were different when comparing a one paragraph composition and a body paragraph. (T.S. and Concluding Sentence)
How did the topic sentences of a one paragraph composition and a body paragraph differ?
(T.S. for one paragraph comp- merely introduce subject and attitude of paragraph.
T.S. for a body paragraph-introduced subject and attitude of paragraph, BUT ALSO ties this subject and attitude back to thesis subject and attitude)
How does the concluding sentence of the two differ?
(C.S. for one paragraph comp-summarized paragraph.
C.S. for body paragraph -summarizes paragraph BUT ALSO hints at next body paragraph)
2. Discussion: What is most important part of any body paragraph? (T.S.) Why? (reveals purpose for paragraph -subject and attitude)
If you are going to 'open door' to a body paragraph to what would you draw attention? (subject & attitude)
Is it necessary to mention both? (No) Why? (Merely bridging reader; concluding sentence not trying to take job of topic sentence)
What could you do to bridge reader and keep interest? (Choose just subject or attitude to introduce in concluding sentence)

Look at body paragraph about Brenda's talents:

a. Read concluding sentence
b. What part summarizes
c. What part hints at next body paragraph?
d. Does writer reveal attitude and subject of next paragraph? (No)
   Which one? (Subject -Maureen)
   Write a concluding sentence at desk that would introduce attitude of next body paragraph.
   Pull volunteer sentences for board.

The talents of the Acerni daughters is first evidenced in the youngest girl Brenda who surpasses excellence in painting. To begin with, Brenda's reputation as an accomplished artist rest not only on winning first place in America's Grand Gallery Show, but also on her top ranking in Europe's World Art Show last year. Besides actually painting, Brenda has cemented her expertise as an art judge in five national art contest. Finally, Brenda unquestionably demonstrates her knowledge of art in the weekly columns she contributes as Art Director for Script-Howard publications. Although due respect must be given Brenda's talents, her sister Maureen bolsters the Acerni image even more.

Which body paragraph is most like a one paragraph composition. (3rd body paragraph) Why? (only sentence that differs is topic sentence) Why is concluding sentence different?(Does not have any body paragraphs after it to introduce)

Assignment:

Take favorite outline to this point and write the concluding sentences for each body paragraph in full.

NOTE: TO TEACHER

From now on all outlines will contain 3 additional Sentences: concluding sentence for each body paragraph. Only phrases left on outline to this point are 3 support phrases in each body paragraph. Need only do one other outline besides the one assigned in lesson.

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IV. Concentrated Development of Five Paragraph Composition

C. Conclusion

LESSON: 15 "Concentrated Development of the Five-Paragraph Argumentative Paper: Concluding Paragraph."

OBJECTIVES:

After inductive discussion and exercises:

1. The student will define the function of the concluding paragraph.
2. The student will define the structure of the concluding paragraph.
3. The student will delineate the outline of the concluding paragraph.
4. The student will analyze concluding paragraphs for function, structure, and outline.
5. The student will write concluding paragraphs illustrating the concluding paragraph's function, structure, and outline form.
6. The student will outline a five-paragraph argumentative paper.
7. The student will write a five-paragraph argumentative paper.

MATERIALS: 1. Example concluding paragraphs.
2. Example thesis paragraphs.

PROCEDURE:

1. Motivation:
   a. After we present the proof for our argument, what must we then provide? A Conclusion.
   b. Why is a conclusion necessary?
   c. That conclusion comes in the form of what? Concluding Paragraph.
2. Discussion:
   a. Obviously, what must a Concluding Paragraph do? Conclude or summarize.
   b. What does it summarize? Argument.
   c. Does it summarize any specific part of the argument?
   d. What specific part of the argument do you think it would summarize? With what would you want to leave your reader? The point of your argument. What you were trying to prove.
   e. What presented the point you were trying to prove? Thesis Paragraph and more specifically the thesis statement.
   f. What in the thesis statement presented your "point?" The attitude.
   g. Therefore what should the Concluding Paragraph summarize? The attitude.
   h. Only the attitude? Your attitude toward what? The subject.
   i. Thus, the concluding paragraph will summarize the subject and attitude as stated in the thesis statement.

j. Give students examples of Concluding paragraphs and have them identify where the thesis statement (Subject and attitude) are summarized.
k. Do you notice in these paragraphs anything about the position of the thesis statement as it is summarized. Placed at Beginning of Concluding Paragraph.
l. Where was it placed in the Thesis Paragraph? at the end
m. Why do you think the Thesis Statement is placed at the beginning of the Concluding Paragraph?
n. Do you remeber the shape of the introductory, Thesis paragraph? funnel
o. What came at the end of the funnel? Thesis Statement
p. Now, if the thesis statement is coming first in the Concluding Paragraph, what must its shape be? Inverted Funnel
q. What is the remainder of the funnel going to contain?
r. If you remember we said the Thesis paragraph was written in what order? Deductive- From General to Specific.
s. If that be so, then the Concluding paragraph must be presented in the opposite order which is called what? Inductive Order and goes from specific to General.
t. Give students examples of Thesis Paragraphs and Concluding paragraphs, and have them delineate the differences in deductive and inductive order between the two.
u. In presenting the Concluding Paragraph in Inductive Order from specific to general, you would begin with a specific which would be your Thesis statement (Restated) and move from there to the general as you progress through the paragraph.
v. What will these "general" statements consist of. They will be the implications which you believe to arise as a result of the proof of your thesis. Explain -Implications-
w. In other words, how would an outline for a Concluding Paragraph look?

I. Topic Sentence: Thesis Statement (Restated)

II. Three or Four "Implications " from T.S. which show what important areas one should consider as a result of the proof of the argument.

x. Thus, the Concluding Paragraph has how many parts?
Two: 1. Restatement of thesis
2. Statement of Implications.

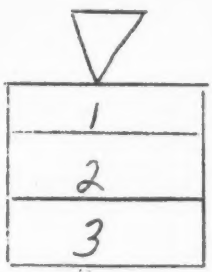
y. How, specifically, then, does the Concluding Paragraph illustrate Inductive Order?
   (1) Begin with a specific statement
   (2) Follow the specific statement with general statements which are "implications" growing out of the specific statement.

z. Examples for Students to analyze for structure and inductive order.

aa. How then would the entire argumentative paper look geometrically?

Thesis Paragraph - funnel

Body Paragraph



Concluding Paragraph - inverted funnel

bb. Have students write concluding paragraphs to 4 thesis and body outlines they have completed to date.

cc. Have students outline all five paragraphs of their paper.

dd. Assign: Write a unified and coherent five paragraph Argumentative outline incorporating all structures of the paper.

NOTE: TO TEACHER

The last nine weeks, students should choose favorite 3 outlines and write 3 full Compositions.

JUNIOR ENGLISH COMPOSITION CURRICULUM

ENGLISH DEPARTMENT

UPPER ST. CLAIR HIGH SCHOOL

1825 MC LAUGHLIN RUN ROAD

UPPER ST. CLAIR, PENNSYLVANIA 15241

JUNE, 1971

PREPARED BY: COLETTE SULLIVAN, N. M. BECK, AND ROBERT B. BROSNAHAN, CHAIRMAN: ENGLISH DEPARTMENT

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Composition Curriculum - Eleventh Grade

Major Objective:

The Student will write a unified and coherent multi-paragraph argumentative research paper utilizing the organizational technique of comparison and contrast.

Sequence of the Curriculum:

I. Rationale for study of Composition.

II. Review of Argumentative Writing
- A. Define Argumentative Writing
- B. Structure of Argumentative Writing
  1. Statement of Argument
  2. Proof (Deductive)
  3. Conclusion
- C. Apply Structure of Argumentative Writing to One Paragraph.
  1. Statement of Argument → Topic Sentence
  2. Proof → Supporting Details
  3. Conclusion → Concluding Sentence
- D. Apply structure of Argument and One paragraph to Five Paragraph paper:

1. Statement of Argu.	Topic Sentence	Thesis Paragraph
2. Proof	Supporting Details	Body Paragraph
3. Conclusion	Concluding Sentence	Concluding Paragraph

III. Review Outline of Argumentative Writing
- A. Define Function of Outline
- B. Review Outline of one Argumentative Paragraph:

I. Topic Sentence
- A. Subject
- B. Attitude

II. Supporting Details
- A. Detail One
  1. Illustrative Detail
  2.
- B.
  1.
  2.
- C
  1.
  2.

III. Concluding Sentence
- A. Restate Subject
- B. Restate Attitude

C. Review Outline of Five Paragraph Argumentative Paper:

I. Thesis Paragraph
   A. Introduction
   B. Thesis Statement
      1. Subject
      2. Attitude

II. Body Paragraphs
   A. Topic One
      1. Topic Sentence
      2. Supports
         a. Support one
         b. Support two
         c. Support three
      3. Concluding Sentence
   B. Topic ~~One~~ Two
      1. Topic Sentence
      2. Supports
         a. Support one
         b. Support two
         c. Support three
      3. Concluding Sentence
   C. Topic ~~One~~ Three
      1. Topic Sentence
      2. Supports
         a. Support one
         b. Support two
         c. Support three
      3. Concluding Sentence

III. Concluding Paragraph
   A. Restate Thesis
      1. Subject
      2. Attitude
   B. State Implications of Thesis

IV Review Structural Components of Five Paragraph Paper:
   A. Thesis Paragraph (funnel)
      1. Thesis Statement
      2. Introduction (Deductive Order)
      3. Write thesis Paragraph
   B. Body Paragraphs
      1. Unified Proof
         a. Related Proof
         b. Parallel Proof
         c. Defensible Proof (Ideas which can be developed with three supports)
      2. Coherence
         a. Order of Importance
         b. Pronouns & Verb Tense
         c. Connectives
         d. Repetition of Key Words & Phrases
      3. Outline Body Paragraphs based on Thesis Paragraph

C. Concluding Paragraph (Inverted Funnel)
1. Restatement of Thesis
2. Statement of Implications from Thesis
3. Write Concluding Paragraph

V. Write Four Complete Five Paragraph Papers
A. Preparation for Writing:
1. Write Thesis Paragraph
2. Outline Body Paragraphs
3. Write Concluding Paragraph
B. Completion:
1. Re-write Thesis Paragraph
2. Convert Outline of Body Paragraphs into three
3. Re-write Concluding Paragraph
4. Submit final manuscript.

VI. Style.
A. Sentence Variety
1. Kinds of Sentences
a. Simple
i Loose
ii Periodic
b. Compound
c. Complex
2. Subordination & Coordination
3. Placement of Modifiers
4. Parallel Structure
5. Integration of Quotes.
B. Diction:
1. Connotation & Denotation
2. Word Choice: Slang
Colloquialism
Cliche (Trite Expression)
Verbosity (Wordiness, Pompous Usage)
Redundancy
Appeal to figurative Language.
Verbs: Linking Verbs
Active Voice
Specificity

VII. Argumentation through Comparison and Contrast
A. Definition of Comparison & Contrast
B. Methods of Comparison & Contrast
1. Inter-locking Method
2. "Two Lump" Method
C. Five Paragraph Organization Using Interlocking Method as means of Comparison and Contrast.
1. Adapt Thesis Paragraph for Comp. & Cont.
2. Adapt Body Paragraphs for Comp. & Cont.
3. Adapt Concluding Paragraph for Comp. & Cont.
D. Writing Paper.
1. Outline Five Paragraphs
2. Write Five Paragraphs.

VIII. Research Utilizing Argumentation through Comparison and Contrast.

- A. Methods of Choosing areas of Concern (Subjects)
- B. Preliminary Bibliography
  1. Library Technique
  2. Bibliography Cards
- C. Preliminary Reading
- D. Preliminary Attitude
- E. Intensive Research
  1. Note taking & Notecards
  2. Narrow Attitude
  3. Precis & Plagiarism
- F. Final Subjects and Attitudes.
- G. Supplementary Reading & Note taking
- H. Thesis Statement.
- I. Outline
  1. Retain thesis Paragraph Structure (Submit thesis paragraph)
  2. Retain Concluding Paragraph Structure
  3. Adapt Body outline of five paragraph composition to Body outline for extended paper.
- J. Footnoting
- K. First Draft with footnotes
- L. Final Draft with footnotes
- M. Title Page, Footnote page, Bibliography Page
- N. Submit Final Manuscript

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IX Process Theme (Independent Study)

- A. Complete on <u>independent study</u>. by end of first semester.
- B. Utilize "Uni-packs."

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Composition Curriculum - Twelfth Grade

Major Objective:

The student will write one extended critical paper based on a Literary topic.

Sequence of the Curriculum:

First Semester:

I. Rationale for Study of Composition

II. Review of Five Paragraph Argumentation Paper
- A. Outline
  - 1. Thesis Paragraph
  - 2. Body Paragraphs
  - 3. Concluding Paragraph
- B. Write four Complete Papers

III. Review Argumentation through Comparison and Contrast
- A. Definition
- B. Methods
  - 1. Interlocking
  - 2. "Two Lump"
- C. Five Paragraph Organization Utilizing Interlocking Method of Comparison and Contrast. (Junior Curriculum)
- D. Write Two Comparison & Contrast Papers.

IV. Logic:
- A. Deductive Reasoning (Syllogistic Reasoning)
- B. Inductive Reasoning
- C. Fallacies of Thinking
  - 1. Equivocation
  - 2. Oversimplification
  - 3. Begging the question
  - 4. Ignoring the Question
  - 5. Non sequitier
  - 6. Past hoc, ergo proptu hoc
- D. Exercises

V. Extended Paper: (Five Pages)
   A. Outline utilizing "five paragraph" organization
      1. Thesis Paragraph
      2. Body Divisions
      3. Concluding Paragraph
   B. Completion fo Rough Draft with Outline
      1. Thesis Paragraph
      2. Body Divisions
      3. Concluding Paragraph
   C. Write <u>two</u> final papers.

<u>Second Semester</u>:

I. Critical Paper (five pages)
   A. Outline following format of Extended Paper.
      1. Thesis Paragraph
      2. Body Divisions
      3. Concluding Paragraph
   B. Review Research Skills (... Junior Curriculum, Roman Numeral Eight)
   C. Submit first draft with footnotes.
   D. Submit final draft with footnotes.
   E. Submit title page, footnotes and page, and bibliography page.
   F. Submit final manuscript.

II. <u>Mechanics</u> - Teachers Discretion

LIST OF WORKS CONSULTED

Baker, Sheridan. The Complete Stylist New York, 1966.

Fleming, Harold, Allan A. Glatthorn, and John E. Warriner, General Editor. Composition: Models and Exercises. New York, 1965

McCrimmon, James M. Writing with a Purpose. Mass., 1957

Warriner, John E. and Francis Griffith. English Grammar and Composition. New York, 1965